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CHILD PARENTS WELFARE

The National Parent-Teacher Magazine

APRIL 1930

FEATURE ARTICLES

Home Improvement at
Very Small Cost

Children's Bookshelves

The Juvenile Court and
John Smith

This Partnership Job

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HOME IMPROVEMENTS AT SMALL COST BUILDING A HOME FROM CHILDHOOD TEACHING YOUNG GIRLS TO BE HOSTESSES

Several articles in this issue have been contributed by "Better Homes in America." The purpose of this constructive organization is best expressed in the statement found on page 397, written by its president, Ray Lyman Wilbur, formerly at the head of Leland Stanford University, and now a member of President Hoover's Cabinet, as Secretary of the Department of the Interior. Dr. James Ford, Executive Secretary of the organization, has contributed *Home Improvements at Very Small Cost* (page 398). Emeline S. Whitcomb, Specialist in Home Economics, Office of Education, Department of Interior, writes on *Building a Home from Childhood* (page 418), and Gertrude Stewart Bowman, hostess of the National Girl Scouts "Little House" in Washington, gives CHILD WELFARE readers the benefit of her experience in *Teaching Young Girls to Be Hostesses* (page 408).

CHILDREN'S BOOKSHELVES

Katherine Way, writing on *Children's Bookshelves* (page 402), uses as her text the statement, "The first step in making books inviting is to make them accessible." In elaborating this theme, Miss Way gives concrete directions for making and placing shelves for the children's accumulation of reading matter, and for the beautifying of the home by that means. Miss Way has managed a bookshop in Pinehurst, North Carolina, and for two years has been in charge of the work done by the National Association of Book Publishers in advising book sellers. She is a graduate of Vassar and is now doing advanced work in chemistry at Columbia.

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SOCIALIZING THE CHILD

Dr. Amalie K. Nelson, author of *Socializing the Child* (page 405), is assistant to Dr. Jessie Charters in the parent-education department of Ohio State University. Mrs. Nelson emphasizes the importance of beginning early to teach the child his first lessons in social adjustment. That means as soon as the child is born. Even before he can walk, he can learn to help himself about feeding and to refrain from throwing his toys to the floor. Only by careful thought can parents help their child to attain the happy mean between properly curbed desires on the one hand, and a free expression of individuality on the other. But the point is to begin *early*.

THE JUVENILE COURT AND JOHN SMITH

The relation of the child to the courts forms the theme of Louise Franklin Bache's article, *The Juvenile Court and John Smith* (page 411). As educational secretary of the National Probation Association, Miss Bache's task is to interpret to the public facts concerning the juvenile courts, family courts, probation, and crime prevention.

THIS PARTNERSHIP JOB

The very title of James N. Emery's article, *This Partnership Job*, is a synonym for parent-teacher association. Mr. Emery is principal of the James C. Potter School in Pawtucket, Rhode Island, where he has become well acquainted with the problems of the children of foreign-born factory-workers. To his viewpoint as a teacher and school executive he adds that of a parent. In this issue, beginning on page 414, he helps to define exactly what the home should contribute to the partnership, and what should be contributed by the school.

April, 1930

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RAY LYMAN WILBUR

Secretary of the Interior and President of Better Homes in America

Better Homes in America

BY RAY LYMAN WILBUR

THE distinctive qualities of American life are the outgrowth of the ideals and the careful training which have been inculcated through home training. The most profound influences upon the development of childhood are those exercised by parents. The health of the child is determined largely by the physical conditions of the home. Its character is molded chiefly by the instruction which it receives from its parents and by the example set in their daily lives. Thus, progress is to be attained chiefly through the improvement of the home environment and of the influences about growing children in the family circle.

The chief concern of all loyal citizens is to perfect the conditions of living so that all persons, and particularly those of the oncoming generations, may have every opportunity and inducement for wholesome growth in body, mind and character. This far-reaching responsibility leads directly to the improvement of home conditions. The city slum and the run-down rural district retard national progress. The unwholesome and destructive tendencies reflected in our crime rate are the inevitable product of low standards in housing and in family life. By taking thought it is possible to redirect the trends of home and community living, both through the improvement of our own homes in all their aspects and through concerted community activity.

We should not be content with anything short of the best. It is entirely practicable through thoughtful and painstaking community service to render all American homes healthful, safe and wholesome and to permit no exceptions to this rule. Such a process without doubt will take time but the greater

the wisdom displayed in the process the more rapidly the goal will be attained. Architectural beauty, well-kept and attractive grounds, convenient and comfortable interiors are as possible for the log cabin as they are for the city apartment or the suburban dwelling. Luxury is not essential to the development of character, but healthful environment, contact with beauty, and cooperation in the household for the fulfillment of high family ideals are universally essential.

Civilization, like charity, begins at home. Thoughtful planning to achieve the finest values of life, therefore, begins in the family circle. It spreads through cooperative activity for the protection and beautification of the neighborhood, and for the perfection of community facilities and civic life.

Six thousand American communities, impressed with the profound importance of this program, have organized local Better Homes Committees through which all local families and representative civic organizations, like the parent-teacher associations, are urged to cooperate. The National office of Better Homes in America, at Washington, will help to supply the local committees with the best available information as to methods of conducting the Better Homes Campaign and with the findings of public or private institutions for research on matters of housing and home improvement. Through participation in this extensive program to coordinate all local efforts which aim at the improvement of homes, each citizen has an opportunity to make a practical and effective contribution toward the fulfillment of our greatest human responsibility—the building of a sound, sturdy, wholesome, idealistic home and community life.

Better Homes Week, April 27 to May 3

Home Improvement

BY JAMES FORD, *Executive*



The Better Homes demonstration house of Kohler, Wisconsin. The total cost of house, land and all improvements was \$8,549

IT is inevitable that most people should live the greater part of their lives in old houses. Even those who are so fortunate as to build new houses, find that the newness wears off all too quickly. Better homes for the majority of families, therefore, means the improvement of the homes in which they now live.

There are two ways of going about the task of securing better homes. The first is to make the changes which one feels are necessary to make his own home more convenient, comfortable, healthful, safe and attractive. The other is to cooperate with neighbors in improving the entire neighborhood or community—each person doing what he can to clean up and beautify his own premises and cooperating with his neighbors or fellow citizens in the improvement of highways, public buildings, grounds and parks, and in the removal or screening of dumps or other unsightly places and neighborhood nuisances. It is usually easier to work in cooperation with neighbors because of the spirit of competition and because of the enthusiasm which cooperative activity arouses. The organization of a local Better Homes Committee, therefore, stimulates the

improvement of homes and makes it easier, more effective, and more interesting.

Organizing Better Homes Committees

FOR this reason Better Homes in America has been successful in organizing local Better Homes Committees in more than six thousand communities during the past year. Persons who are experienced in local civic work are usually recommended by the state chairman or by local cooperating agencies, such as parent-teacher associations, women's clubs, home bureaus, or county home demonstration agents. The chairmen, after receiving their appointments from the National office (at 1653 Pennsylvania Avenue, Washington, D. C.), select the fellow members of their committees from the organizations above named and from representatives of local schools, churches, chambers of commerce, architects, garden clubs and other organizations interested in the improvement of the home and community.

Each committee receives Guidebooks and other campaign helps from the Washington office, which stands ready also to answer all questions concerning principles and methods of construction, design, interior decoration, equipment or landscaping, with the help of the many Government departments and national research organizations, whose publications are brought to the attention of all committees.

Although many hundreds of committees conduct year-round programs for home improvement, it is customary for these programs to head up in National Better Homes Week, which this year will be from April 27 to May 3. Lectures and discussions on all phases of the subject are common features

At Very Small Cost

Director, Better Homes in America

of these programs, but activity on the part of local citizens is best stimulated by contests for the improvement of gardens and premises, or kitchens, living-rooms, dining-rooms, boys' and girls' rooms, and by merit awards for the best recent examples of good small house architecture and construction or the best local examples of the remodeling of old homes.

In some communities much rivalry has been created by offering special prizes for streets that have shown the greatest improvement from one end to the other, north and south streets competing against those which run east and west. It is amazing to see at what small cost in actual money it is possible to bring about the beautification of an entire village or neighborhood; for it is the application of thought and careful work which, as a rule, causes the most striking improvements.

Many hundreds of local committees find it possible also to demonstrate to the public one or more houses which have been borrowed from the builders or owners because they are examples of good design and sound construction. In many cities it has proved possible to pick out the best new house within the reach of the day laborer's family, the best within the reach of the skilled workman's family, and one or more other houses for families of slightly higher income levels, and equip these with furnishings carefully selected and borrowed from local stores.

It is customary for teachers of home economics of local schools and colleges to have their students assist in the selection and arrangement of the furnishings as a class project. The cost of furnishings is limited to 25 per cent of the cost of house and lot, so that the temptation to "over-furnish" may



An exhibition of the work of boys in the public schools of Kohler, Wisconsin, covering the making of household furniture and the designing of posters for Better Homes Week

be avoided. The yards and gardens are improved under the direction of local landscape architects or garden clubs, often with the cooperation of boy or girl scouts, camp fire girls, or 4-H Clubs. On the opening day of Better Homes Week hostesses from local women's clubs, parent-teacher associations or other civic groups are assigned to each room of the house and explain the selection of the furnishings and the good points in architecture, construction or equipment to the hundreds of visitors.

The result of this type of demonstration is that every family has an opportunity to study the more recent methods of house construction or equipment and to see an actual example in a real home of appropriate, economical and tasteful furnishing. There is abundant evidence from county home demonstration agents and others who make a point of observing such things that scores and even hundreds of families in the community purchase new furnishings or equipment of types which they have seen demonstrated, or receive new ideas in the arrangement of their furnishings and the beautification of their homes both inside and out.

Cooperation of the Schools

SINCE the whole Better Homes Campaign is an educational undertaking, it is particularly important that the schools cooperate. Chairmen have found in the past that



The Better Homes Committee of Pulaski County, Arkansas, selected this modest home for improvement in the Better Homes Campaign of 1929.

schools are increasingly occupied with outside projects; it is therefore desirable that at the very beginning of the campaign the interest and support of the school board, the superintendent of schools, the parent-teacher associations, and all others interested in public education, be secured.

The chairmen ought to find strong allies in the teachers of home economics. They will, no doubt, be glad to receive suggestions from the committee as to ways of cooperation, and to assist in organizing contests, in furnishing the home and conducting demonstrations of home decoration, and in other ways to contribute from their special knowledge and training to the educational program of the Better Homes Campaign. (The Washington office has a special memorandum on home-economics department participation, which will be sent to local parent-teacher associations upon request.)

The movement to provide schools with home-management houses and home-economics cottages for the use of classes in household management or home economics is rapidly spreading throughout the country. Such houses afford examples of what a home can be, and give to students the opportunity to study the various activities of a real home which cannot be reproduced in a laboratory, no matter how well equipped. In such houses, students who, perhaps, have never known what it is to live in a modern, well-equipped

house, can acquire by actual experience knowledge of construction, arrangement, decoration, and the use of modern labor-saving equipment; and can learn how a home is financed and managed. A school cottage, because it is more real than a laboratory demonstration, constantly inspires students to apply at home the lessons learned in it.

In communities where the public schools have no home-economics cottage, it may be possible for the Better Homes Committee to interest the school board in the project of securing one which may be used as the center of the demonstration. It might be possible, in some cases, to interest a group of public-spirited citizens to the extent of raising funds for the purpose of erecting or buying such a house, to be given to the schools. In communities which already have a home-economics cottage, it is usually advantageous to use it as one of the demonstration houses for Better Homes Week. (See our pamphlet "School Cottages for Training in Home-making," and our special memorandum.)

In some localities houses have been actually built by school boys and furnished by girls. The construction of a house, even though it is not to be used as a home-management house or home-economics cottage, is an excellent project for students in vocational classes.

If there is to be an improvement in the



By the expenditure of very little money and a good deal of well directed community effort, the shack shown in the preceding picture was made over into this modest but charming rural cottage.

design and construction of American homes, the boys of today, who will be the householders and home owners of tomorrow, must have training in the principles of art, archi-

ecture, and workmanship. A knowledge of materials and their uses and the ability to recognize quality are essential. Such training is probably given most effectively through actual participation in the planning and building of houses. Better Homes Campaigns are encouraging this practical method of training. Houses built by boys in vocational classes have been used by Better Homes Committees for demonstration in a number of the campaigns. (For further details see our publication No. 13, revised edition, "Boy-Built Houses.")

To be able to render first aid in his own home, every boy should have an elementary knowledge of such home mechanics as electrical wiring, plumbing, the many kinds of home repair, and the use of the more common tools. A series of lectures on these topics may well be given to boys and girls by local craftsmen during Better Homes Week. If there are already courses in these subjects in the schools, the boys in them might help to equip the demonstration house under the direction of the vocational teachers.

Aside from the building or the demonstration of a school cottage, there are other ways in which the schools can cooperate. Home-economics classes might give public demonstrations of cooking, sewing, decorating, making curtains and chair-covers, and display budgets and charts dealing with the subject of home management, prepared as part of the school work. For example, pupils may be given special projects, such as planning, arranging, and decorating certain rooms in the demonstration house, and figuring out the proper cost of furnishings for each room.

Where a home demonstration is taken up as laboratory work, or even where the Better Homes Campaign is simply made a subject of special and intensive discussion by civics classes, the local study would cover

with special emphasis the city-planning and zoning laws, the housing, building, and plumbing codes, the fire limits, and the regulation of transportation as they affect the location and construction of the home and the welfare of the occupants. The essence of training for civic effectiveness is, however, the development of the habit of co-operating in programs of value to all. The



Boys enrolled in the school carpentry class of the Seymour, Indiana, High School designed and built this five-room house. It cost \$4000 to build and was furnished by the members of a girls' sorority in the school at a total cost of \$1,703

Better Homes Campaign provides abundant opportunity for such training.

If you wish to know the name of the local chairman for your community; if you have campaign problems on which you wish assistance; if you need suggestions for program material or demonstrations; or if you wish to know how other communities have overcome certain difficulties, the Washington office will be glad to assist you.

Publications Distributed by Better Homes in America

Guidebook for Campaigns in Rural Communities. (1930 Campaign) 32 pages. Price, 5 cents.

Guidebook for Campaigns in Cities and Towns. (1930 Campaign) 48 pages. Price, 10 cents.

Your Better Homes Campaign. 24 pages. Price, 5 cents.

How to Furnish the Small Home. 32 pages. Price, 25 cents.

How to Own Your Home. 32 pages. Price, 15 cents.

(Continued on page 435)

CHILDREN'S BOOKSHELVES

BY KATHERINE WAY

THE love of good books seems to be something that parents can actually give to children as a gift. Almost all children respond to interesting, readable books appropriate for their ages, if they are allowed to enjoy them in their own way without any thought of necessity or requirement. Make absorbing volumes available and suggest that they are really good fun, and children will soon be eagerly making very intimate and personal friends in the world of make-believe.

The first step in making books inviting is to make them accessible. They should be

in the children's own rooms and within easy reach. Sometimes shelves for books and toys are placed along a wall of the child's bedroom. Such an arrangement not only helps to keep the room neat, but also gives it new color and warmth.

If the bedroom or playroom has a well-lighted alcove or corner, this is an especially good place for a low table with bookshelves nearby. Cut-out books, tracing books, painting and game books can be enjoyed to the utmost in such a nook, while the books just to read will be a constant temptation rather than something connected merely with



© John Wanamaker, New York

The Little House that Budget Built

school, rainy days, or mother's good nature at bed time. The basement recreation room that is now coming into vogue is also a particularly appropriate place for special bookshelves for children.

In addition to their own bookshelves, children delight in little corners for their books in the grown-ups' bookshelves in other rooms of the house. The mother who does her own cooking can keep little children out of harm in the kitchen if she has some absorbing picture books on the kitchen bookshelf. Then, too, the daughters of the house will take a much keener interest in learning to cook if there is a place for their own little cook books beside the others.

A special bookshelf for the children in the living-room helps to give them the feeling that they are an integral part of the family, sharing in the pleasures of the whole group. It encourages the family to read together and makes it easy for boys and girls to discuss with Mother and Father the delightful fancies or baffling perplexities that they find in their books.

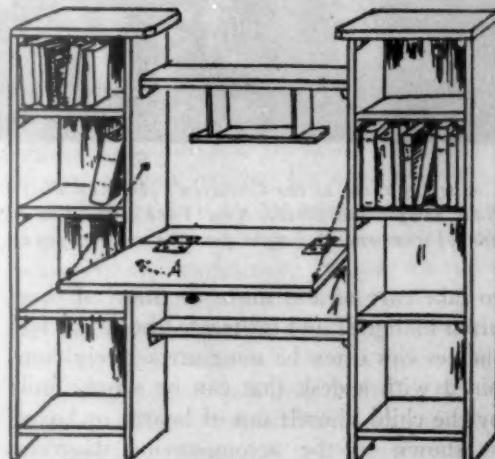
A few children's books tucked away in mother's bedroom are a great advantage too. They will keep the youngsters busy and absorbed if there is sewing or cleaning to be done upstairs, or will help to make an hour in mother's room more entertaining and intimate.

Fortunately bookshelves are among the cheapest and yet most attractive pieces of furniture. Many different kinds of bookcases can be purchased in any good furniture store, or shelves can be built to order in a few hours by a carpenter or cabinet maker. When filled with books, they give a warmth, color, and personality to a room that no other decoration supplies. In decorative effect they are similar to a rich tapestry or hanging and should be placed in a room as such a hanging would be. They are most effective, for instance, when used as a balance for a door or window or when used in pairs on either side of a central opening, such as a fireplace, door, or window.

Children's shelves should, of course, always be low enough so that the child can easily select his own books. They do not need to be wider than ordinary bookshelves, 9

or 10 inches, but there should be about 12 to 14 inches between shelves, since many children's books are larger than ordinary books. In the living-room the lowest shelf can be made deeper than the others, or a special shelf can be built under a low window or near a window seat for the children. Adjustable shelves provide a convenient arrangement. Such shelves can be made by making holes in the side supports about an inch apart and fitting metal pegs into them to hold the shelves.

In the children's own room a movable bookcase will often be found decorative and adequate. Built-in shelves are also used a great deal since they have the added charm of an integral architectural feature and take up less room than the movable kind. Irregular, modernistic effects as in the Wanamaker room are becoming popular even if the rest of the room is not done in a pronounced modern style, because they give a pleasing effect of variety and take care of books of many different sizes most compactly. Care



© National Association of Book Publishers
A Desk That a Child Can Build

should be taken in building shelves of this kind to have shelf supports at intervals of about three feet to keep the shelves from sagging.

Bookshelves are usually painted or stained to match the rest of the woodwork. A colorful effect, however, can often be secured by having the inside a bright, contrasting hue—such as red, gold, green, or blue—that will

harmonize with the rest of the decorations. The tops of low shelves are appropriate for bright pictures, maps, or gay bits of pottery.

As the children grow older, different types of bookshelves are needed in their rooms. A commodious and attractive place should be provided for text books so that it will be easy

In the meantime the shelves for books to read just for fun should be increasing in number either in the boy's or girl's own room, or in their recreation room. The children will take great pride in these bookshelves if they are encouraged to make their own book selections and to consider the volumes as the nucleus of their personal libraries. A great many school books can be added to these shelves from time to time that will be valued later on, even though it may be impossible for the child to believe that he ever wants to see them again.

To place books most artistically and conveniently in a home, all the rooms should be taken into consideration and plans made so that appropriate shelves will be installed wherever space for books is needed. The children's bookshelves will then become a harmonious part of the family scheme for making books an important part of everyday life. The lure of books will be ever present and it will be an unimaginative child indeed who will not yield to the temptation to explore their treasures and make them his very own.

Attractive, illustrated pamphlets on bookshelves are available. *Planning Attractive Bookshelves*, by Walter Rendell Storey, discusses



© Educational Playthings, Inc.

Corner of room at the Children's Art and Play Center, 20 East Sixty-ninth Street, New York City. The bookshelves are of convenient height for the use of young children.

to take care of and make the most of these often maligned and mistreated books. A few shelves can often be most attractively combined with a desk that can be simply built by the child himself out of boards or boxes, as shown in the accompanying diagram. Hanging bookshelves near a desk or table are also most convenient.

the planning and placing of bookshelves through the whole house. *Bookstands and Shelves* gives clear directions for bookshelves that children can build themselves. These pamphlets can be secured on request from the National Association of Book Publishers, 347 Fifth Avenue, New York, N. Y.

It is generally admitted that parents and teachers, school and home, must join their influences if the best results are to be achieved in the education of children. But what is not so generally recognized, though it is no less true, is that adult parent and teacher gain immeasurably for their own development when they undertake the development of the child. We rise by raising. We learn to know our qualities, our defects and our true direction as we seek to overcome the faults of the young, to give luster to their qualities, and to offer them guidance.—Dr. Felix Adler.

Socializing the Child

BY AMALIE K. NELSON

FROM the time of his birth the baby is the center of the stage for everyone in the family. Every movement of the baby is observed with great interest. His every want is immediately satisfied. This is, of course, quite natural. The infant is helpless and entirely dependent upon his environment for food and care. The natural result of this protection and care is that the child is extremely self-centered at the age of two years. It is easy to see the danger if this indulgence and over-solicitous care is continued, and if every desire of the child is granted as he grows older. This is the surest way of training the child to become conceited and to make of him a poorly adjusted, non-social individual. And we see daily examples of this very thing. Children soon learn the various ways in which they can control adults and attain their own desires. If mere crying isn't effective, perhaps a temper tantrum will bring results, or refusal to eat certain foods; or sulking may be effective. You know all the tricks which children use as effective means to gain their ends.

First Lessons in Social Adjustment

AT about the age of one and one-half to two years the child learns his first lessons in social adjustment. If he has sisters and brothers, he will soon learn that there are others in his environment who have wants and desires, that sometimes these desires conflict with his own, and that adjustment must be made. How to make this adjustment so that he can both be a happy individual and live in harmony with the group is a life-long problem. Every parent wishes the child to learn to make this adjustment, but some parents do very little to help.



The Baby Is the Center of the Stage

The first lessons in social adjustment must be learned in the home. It is not an easy thing to strike a balance between encouraging free expression and independence in the child and yet also teaching him the necessity of curbing his own desires in group living. We do not wish our children to grow up with feelings of inferiority and lacking in self-confidence. Nor do we wish them to be egotistic and conceited. You can readily see that to train the child for just the right balance between submission and independence is a real problem which demands serious study and consideration on the part of parents and teachers who have him in charge.

When? As Soon as the Child Is Born

AT what age should this training for social adjustment begin, and what methods should be used?

The infant begins to learn as soon as he is born. This means that his adjustment to his environment begins as soon as he is born. A routine for the physical care of the child must be established.

The feeding time, sleep, elimination and bath time should be made matters of routine as early as possible. The schedule of the very young child can be so made as to cause a minimum of disturbance to adults. He should not be allowed to dominate the whole household because he is the youngest and smallest member. It is possible to start social and group training even before the baby begins to walk by encouraging such activities as holding his own milk bottle,



Old Enough to Hold His Milk Bottle

caring for his toys and not throwing them for others to pick up.

The activity which is perhaps of the greatest importance from the point of view of group training is the acquisition of speech. The child has now acquired a more immediate means of making his wants known, and very frequently parents submit to the child because he is so cunning and "cute" in his asking or begging for things which he wants.

Pointers for Parents

THE following are some suggestions which may be helpful in the training of the child for successful group living:

(1) Give the child as early as possible some definite task which is his to do as a part of his duties in the household. This

task, of course, should be suited to the age and muscular coordination of the child. Picking up garments or newspapers, and putting them in a designated place can be done by very young children. Care must be taken not to overestimate the child's ability to remember what he has been told, over too long a span of time. The two-year old will probably need to be told the same thing many times, because his memory span is very short. Whereas the six- and seven-year-old child should not have to be reminded each day to do the same thing.

(2) As the child grows older he should be taught to take care of his own personal things, such as towel, tooth brush, shoes, comb and brush. Parents who can afford it would do well to allow the child to have a dresser and bookcase of his own. And the care of the articles and books should be left entirely to the child. This will both develop independence and also teach the lesson of cooperating with adults in the work of the home.

(3) One of the duties which should be learned by the child between the ages of three and five is that of dressing himself. Here again care should be taken not to expect too much at first. The act of buttoning, for instance, requires a rather high degree of muscular coordination, and if one allows the child to become tired and too restless in his attempts at buttoning his clothes, it will be much more difficult to get him to try it again the next time. On the other hand, if the mother does not encourage the child to learn gradually to do this himself, she will find that the child will continue to rely upon her until the ages of eight and ten. By the time the child starts to school this process of dressing himself should be fairly well established.

(4) Perhaps the most important factor in the social development of the child is that of associating with other children. Children train each other much better than adults can. For this reason the "only" child is at a great disadvantage, unless he lives in a neighborhood in which there are other children of about his age with whom he can play. The realization of the necessity of children associating with other children is

one of the important considerations back of the nursery school movement. Here the child finds himself one of a group of some twenty to twenty-five other children of about his own age. He learns the first principles of cooperation. Others have rights as well as he. He learns cooperative work and play.

In his attempts at training the child to become a socially adjusted adult, the parent should consider carefully the possible effects on the child's future behavior of whatever methods of training he may use. A domineering attitude on the part of the parent

will develop either an excessively submissive individual with a constant feeling of inferiority, or else one who is constantly at odds with his environment, one who has "a chip on his shoulder." An easy-going parent who allows the child to do anything he wants and showers him with gifts and money will develop an egotistical, conceited adult who considers "the earth his footstool." Careful study and observation are necessary to avoid these two extremes, and so to direct the social development of the child that he will grow up to be a useful and happy member of society.



First Principles of Cooperation

Boys and Their Hobbies

THE boys of this city have evolved a Hobby Fair. The sixth annual meeting was held in October. That it is no ephemeral affair is indicated by the entry of some three thousand exhibits by more than one thousand youngsters.

Last year more than fifteen thousand interested persons visited the Hobby Fair. These "hobbies" include practically everything mechanically and otherwise that could appeal to the youthful imagination, and the skill exhibited by the young artists and artisans is something that well might excite the surprised wonder of those who have ceased to be boys.

Such an organization is to be considered a most worthy municipal institution. Boys without purpose do not have worthy hobbies; the skill and interest, the imagination and industry represented in these productions are proof enough of a proper purpose in life. The boys who now are fashioning the things which compose this exhibit will soon be the citizens engaged in fashioning the fabric of the community life in the coming years.

Editorial, Cincinnati Enquirer.

Teaching Young Girls to be Hostesses

BY GERTRUDE STEWART BOWMAN

ONE of the most delightful things that can be said of any woman or girl is that she is a charming hostess. While this implies much, there is nothing impossible nor even very difficult about this achievement. It is simply a matter of guiding and developing a tendency found in all normal children.

Being a hostess, a real hostess or just a play-pretend hostess, is very alluring to almost all little girls. Frequently a child playing all alone is overheard to welcome imaginary guests, bid them enter, ask them so solicitously about their children at home and make up conversation in reply to her own questions. The imaginary guests are invited to take off wraps, to sit down, and to partake of imaginary food. It is all done easily and with the keenest enjoyment.

The instinct of wanting to play at visiting or having a playhouse and inviting the little neighbor girls to come and bring their dolls develops almost as soon as a child can walk. If the child is living where she has a garden or open space, and leaves have fallen, rooms are marked off with lines of leaves and the little girls who come to play are invited into the living-room and then into the dining-room, where cookies and milk have been brought from Mother's pantry. Sometimes it is only a play tea, and the dolls sit at the make-believe table as guests and partake of the imaginary food.

With the inclination so deeply rooted in almost every little girl, teaching her to be a proper hostess is only a matter of taking time to direct the play in the right way. Girls whose mothers entertain much are fortunate because early they are allowed to open the door for guests, to direct them to the dressing room, to help with wraps, or to pass cakes, sandwiches and candy. Then when

the time comes for the girl to have a party of her very own she has learned the mechanics of the game, so to speak, and it is all easy and natural.

A girl who is entertaining her friends will be more successful in doing so if she plans ahead just how she will welcome them, and if she has all the necessary preparations for a substantial good time at hand. This planning also makes it possible for her to be less occupied when the time comes, and to have a good time herself.

In the Girl Scout Program, one of the most popular badges which the girls earn is that of hostess. All the essentials for winning this badge are demonstrated in their troop meetings. They make a game of it; and by practicing a little on each other, taking turns at being guests and receiving guests, they realize that they should stand where guests can see them at once when they enter, they learn that a younger person should be introduced to an older one, as "Mrs. Ray, may I present Miss Hall," and that a man is always presented to a woman or a girl, as "Miss Hale, may I present Mr. Green?"

If there are many guests at a party, the young girl hostess will surely ask some of her friends to join in looking after the others so that no one is left out of the games and every one has a good time. Some of the girls can help with the wraps, others with the games and refreshments, and others who can sing and play can help in that way. Not only does this save confusion, but girls like to have some responsibility and some part in making the party a success. The thoughtful hostess will always have some one to look out for the backward or shy guest as well as for strangers. A guest, too, has responsibilities as well as a hostess. When invited to a party at a certain time she should be prompt.

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Promptness is always a mark of courtesy, since it means consideration for the time and convenience of others. One should also observe carefully the time for leaving.

ONE of the tests given for the Hostess badge in the Girl Scout Program is as follows: Write notes of invitation for a luncheon, a dinner party, and write a letter inviting a friend to make a visit. A bit of individuality is shown in the writing of these notes, but on the whole they are usually written according to a certain form, as

MY DEAR CORA:

I shall be so pleased to have you come for luncheon, Wednesday, January eighth, at one o'clock. Several of the girls, you know, are coming and we can have a jolly time.

Most Cordially,

ELSIE.

or

MY DEAR LAURA:

I am wanting so much to see you and hope you are not engaged for luncheon, Wednesday, January eighth, and can come and meet my friend Laura Bell, who is a house guest.

Cordially yours,

MILDRED.

Washington, D. C.
February 1, 1930.

DEAR MARTHA:

My school vacation begins February fourteenth and I hear your vacation is at the same time. I want so much to have you spend the seventeenth, eighteenth, and nineteenth with me.

There is to be a lovely party at Susie Gray's home on the evening of the seventeenth, and we can go coasting and skating some of the time.

Do say that you can come and at what time, and I will meet you at the station.

Affectionately,

RUTH.

(By this note your guest will know that she is to include a party dress and sport clothes, also skates.)

Cumberland, Md.
February 3, 1930.

DEAR RUTH:

Thank you so much for your lovely invitation to visit you on the seventeenth, eighteenth, and nineteenth. I am only too happy to say that I can go. I shall arrive on the Baltimore and Ohio at 10 o'clock during the morning of the seventeenth.

Looking forward with much pleasure to seeing you, I am

Affectionately,

MARTHA.

The courteous guest will always be sure to state the time of arrival, and will arrive at the stated time. It is also just as important to make known the hour of departure and to go at that time.

When visiting in a home the polite guest will always be on time and never keep a family waiting when meals are announced; she will be dressed and prepared to go out when the family is ready; she will make her own bed if there is not sufficient maid service, and will help the girl she is visiting with her household duties. When she reaches home she will thank her friend for the pleasant time she had in her home by writing her a note something like this:

Cumberland, Md.
February 21, 1930.

DEAR RUTH:

I arrived home at six o'clock and found my family very anxious to hear about the good times I had at your house.

The book you lent me helped a lot to pass the time on the train. I will return it to you in a few days.

I certainly want to thank you for giving me such a good time. I shall always remember our visits before turning out the light at night, the parties, and how lovely your mother and the other members of your family were to me.

Remember me to the girls that I met. Hoping you can come to visit me at the next vacation time, I am

Affectionately,
MARTHA.

ENVIRONMENT has much to do in developing the qualities of a successful hostess. If elders in the home practice little courtesies; if gentlemen rise when ladies enter, stand, or leave the room; if young people are taught to rise when older people enter the room or stand; if the members of the family are always polite and thoughtful, it soon becomes an easy, natural habit and a delightful one.

Girls soon learn that being hostess in the dining-room is just as important as receiving guests in any other part of the house, and that one should never be careless in the setting of the table since its orderly appearance makes the food more appetizing. Fresh linen, bright clean silver properly arranged, a center-piece of flowers, a dish of fruit or a growing fern (not high enough to obstruct the view), all help to make a well appointed table.

THAT girls are very anxious to be proper hostesses was demonstrated when the President of the United States and Mrs. Coolidge came to the National Girl Scouts "Little House," in Washington, D. C., and were guests at a luncheon cooked and served by Girl Scouts. They were very interested in learning that the host and hostess on such an august occasion go to the door to receive the President of the United States and the First Lady of the Land, and never, never, send a butler or maid, no matter how many may belong to the establishment. They were greatly interested to learn that the President goes into the house before the First Lady; that he is served at the table first; that he leaves the table first; that when he stands everybody stands. They learned that his place

card must never bear his name but must read, "The President;" that when the President leaves, the host and hostess go to the door with him; and most important of all, that no one leaves until after the President and First Lady have departed.

In the accompanying picture you will note that the Girl Scout Hostesses went down the walk to meet the President and Mrs. Coolidge when they came to the National Girl Scouts "Little House" for luncheon.

Not many girls can have the privilege of being hostess to the President and First Lady of the Land, but every girl can acquire an easy and gracious manner in receiving and entertaining guests. In this, as in all other things, practice makes perfect.



© National Photo.

Girl Scouts Welcoming President and Mrs. Coolidge

Tapestries

BY ANNA H. HAYES

My neighbor owns a tapestry
Wrought by a craftsman's deftest skill,
Where princely children, silently,
Play courtly games of used-to-be
Captive to the weaver's will.

My home can boast no tapestry,
No costly treasure, set apart,
But children greet me laughingly
And weave in joyous ecstasy
The priceless fabric of my heart.

—“*The Lariat.*”

April, 1930

The Juvenile Court and John Smith

BY LOUISE FRANKLIN BACHE

IN the year 1769 there is recorded this information: "John Smith shall be whipped and have his ears cut off for stealing woolen goods off a window shelf." History does not tell us much about this boy, John Smith, except that he left the town after disgracing himself, joined a band of bad Indians and became one of the terrors of that section of the country.

TODAY, one hundred and sixty years later, we pick up a juvenile court record and read this: "John Smith was brought into juvenile court this morning, charged with stealing fruit from a vender's wagon." The judge ordered that the boy be given a mental and physical examination. The probation officer made an investigation of John's life, his family and his friends.

His mother and father were shiftless people, given to drink when they could get it. The children were neglected, spent much of their time in the streets, were poorly clad and often hungry. John's record at school was none too good. He was frequently guilty of playing truant. The school could get no cooperation from the home. It was found, however, that it was John's first court offense, and that he was really hungry when he took the fruit. His truancy in school had been caused by extreme sensitiveness. He felt that his shabby appearance made him an object of derision among his classmates. John, according to the physical examination given him at court,

was undernourished, due to improper and irregular feeding. The mental test proved him to be a boy of average intelligence.

The probation officer, in consultation with the juvenile court judge, decided on this plan of action in John's case: "First, to bring about an improvement in the home conditions of the family." A job was secured for the father, the mother was helped in her management of the household and the children given proper school clothing. It was found that the boy was very much interested in mechanical things. The probation office saw to it that he joined a class in shopwork at the boys' club. The family had no church connections. The aged grandmother who lived in the home, however, had once belonged to a church in the community. Through the cooperation of the probation officer, the pastor of this church was brought into contact with the family.

Only a few months have passed since John was brought into court. In these few months a very marked change has taken place in his home and in John. His school reports that he is regular in attendance and interested in his studies. The welfare visitor in the home reports that the mother is really trying her best. The steady employment of the father is bringing about a new feeling of confidence and self-respect. The probation officer will continue to watch over John until he is sure that the boy and his family are able to work out their own problems without guidance.



In Trouble

This second John Smith does not realize what a fortunate boy he is to be living in a community in which there is a well-established juvenile court and probation service. It is doubtful if the community itself realizes what a good investment the tax money which goes into assisting some of the John Smiths and their sisters to get on their feet really is.

ATHIRD John Smith in the city of X— was arrested for stealing an automobile. The town had neither a juvenile court nor a probation service. Its city fathers thought the expense too great and they openly aired their opinions on this "mollycoddling business," as they called the juvenile court and probation services. When John Smith the third was, therefore, brought into the police station, this is what happened.

He was given a year's sentence and thrown into jail. Here he met Bill, an old timer. Bill liked to tell of his exploits. He showed John the plans for stealing that he had worked out while he was in jail and was going to use as soon as he got out again. Bill was a "wise head" and he soon became John's hero. When John's sentence was up, he went out well equipped with the knowledge Bill had given him. He tried to get a job, but the stigma of a jail sentence, together with his inexperience and youth, prevented him from securing the kind of work he wanted. Then it was that Bill's teaching came back to him forcibly and he attempted his first burglary. Now he is up for the second time and the offense was so serious that he will in all probability be given a long term.

The interesting thing about this case is that John Smith the third had much the same background as John Smith the second. If he had been given a chance like that of the second John, it is quite possible

that he would have been progressing as well today. The community that thought juvenile court and probation an extravagance now has this interesting problem to face. The average cost of placing the second John on probation is from \$15 to \$18 a year. The annual cost of imprisonment for the third John is from \$300 to \$450 per year.

THE city of X— is not the only place in the United States without proper juvenile court and probation service. Hundreds of cities and rural communities have made no provisions for the care of their delinquent children. Reading the first John Smith's story again, we question whether, with the knowledge we have of the proper method of treating the delinquent child, such communities are so much wiser than our forefathers of a century and a half ago after all.

The National Probation Association is working to secure standard juvenile court laws throughout the United States. Under the slogan, "A state-wide system of juvenile courts and probation in every state by the year 1935," the National Probation Association has launched a nation-wide campaign.

Last year, 1929, the juvenile court celebrated the thirtieth anniversary of its founding. The law which brought the first juvenile court into being was passed in Cook County, Illinois, on April 21, 1899. Judge Ben Lindsey's court in Denver provided for the special hearing of children's cases in the same year. Although these were the first established juvenile courts in the world, the principle was based on an old conception found in the common law, that the state owes the child a special protection; this idea was well established in the ancient courts of equity. We find that from very early times children have been regarded as the



Off for School

wards of chancery. The Crown took the place of the parents when they failed and could use its prerogative to aid unfortunate children.

When one counts the years, the growth and achievements of the juvenile court are indeed remarkable. Today there are only two states without some law for juvenile courts, but in some states such courts are found only in a few of the large cities. Adequately paid probation officers, essential for a real court, are often lacking. And probation officers are appointed often because of political pull and not because of any fitness they may have for the job.

REQUIREMENTS

First, the juvenile court should be presided over by a judge, chosen because of his special qualifications. These, in addition to his legal training, should include an understanding of social problems, particularly those involving children, and a trained and sympathetic knowledge of child psychology. The judge should devote all the time that is necessary for the consideration of the problems of every child who comes before him.

Second, the assistants of the judge, who gather information on the child's case and carry out the after-care work, should be carefully selected. The probation officers should be chosen from experienced social case workers, who have the tact, resourcefulness and sympathy necessary to handle children. They should be, preferably, graduates from college or from a school of social work and should have training in psychiatric work. A probation officer cannot hope to handle children successfully who is not superior in his understanding to the parents who have already

blundered in their efforts, often with the best intention. There must be enough probation officers, both men and women, to do thorough work. There should be men to deal with the older boys and women to handle the girls. No probation officer should have to supervise more than fifty children at one time.

Third, besides having a sufficient staff of officers, the probation department of a modern juvenile court should be equipped with an efficient record system and the necessary clerical help so that the officers may give all their time to constructive work.

Fourth, the probation office should be in a pleasant room with an opportunity for private interviews and with facilities for physical and mental examinations of children.

Fifth, the court should have the services of a clinic, with trained physicians and psychologists equipped to give mental and physical examinations to children.

Sixth, a detention home for children awaiting disposition or temporary care should be a part of the facilities of the well-equipped juvenile court. The atmosphere of this home should be as remote from that of a jail as possible and should approach that of a well-equipped home, with opportunity for medical care, for school and recreation. If, on account of the limited number of children, a detention home is not needed, facilities meeting standard requirements should be available for the court's use.

A COMMUNITY which considers its delinquency problem, as the modern physician considers sickness—a matter to be diagnosed carefully, and then treated according to the findings—is the community which in the end will surely show an overwhelming balance in John Smiths saved against John Smiths lost.

Somebody's Boy

*Somebody's boy was crossing the street,
Innocent, young and fair;
He hadn't the judgment of older folks,
He didn't see danger there.*

*Somebody's boy had a song on his lips,
But it died in an instant away,
For an automobile struck the little boy down,
And he passed at the close of day.*

*Somebody's boy! Oh, somebody's heart
Was broken with that bitter blow—
Somebody knelt at an empty bed
And fondled an empty shoe.*

*Somebody looked through the empty years
Where no little boy would be—
O God, is there need for this sacrifice?
Somebody makes this plea.*

*Will you not watch for the little boys,
Drivers, in city and town!
Will you not count it the greatest crime
To strike somebody's boy down?*

—SOMEBODY.

From The Idaho Journal of Education.

This Partnership Job

BY JAMES NEWELL EMERY

JOHNNY SMITH is in trouble, serious this time. He and his juvenile companions broke into LaFlamme's little grocery last night and helped themselves to cigarettes, candy, and the contents of the cash till.

Serafina Papini has gone off to a questionable place with a boy friend. There are harsh accusations and a hearing before the judge. Why didn't the school teach Johnny Smith it was wrong to steal? But, why, asks the school, did Mrs. Smith allow her eleven-year-old Johnny to stay out with the gang till ten or eleven at night? Why wasn't Serafina at home nights? Mrs. Smith retorts that if Johnny had not gone to school, he would not have been running with that gang. Mrs. Papini says that Serafina met her boy friend at school.

These instances, and thousands of others lead us to the only conclusion, that bringing up the adolescent and pre-adolescent youngster nowadays is a partnership job. Whether Mrs. Smith and Mrs. Papini belong to the parent-teacher association or not, it in no way lessens their responsibility for knowing what their respective youngsters are doing after the schoolroom closes for the afternoon. The school has taken over in large measure certain things that were supposed to be functions of the home. We teach the girls to cook, sew, can, care for the home, all of which are essentially household processes. We teach the boys to work in wood, metal and concrete. We insist on such intimate personal details as keeping the face and hands clean, the teeth brushed, the nails trimmed. We provide dental attention for neglected teeth. Under the auspices of the school, at least to a certain extent, we provide well-baby and pre-natal clinics for mothers. We provide medical inspection, and in some cases milk and nourishing foods for undernourished or anemic children. We even provide the children with carefully censored

picture shows, more or less directly connected with the school. All these things tend to create a rather hazy borderline of concurrent jurisdiction between the responsibility of the school and that of the home.

The public elementary school has certain definite responsibilities which it must squarely face. The private institution, the secondary school, the college or trade school, may legitimately sidestep these to a certain extent. They may in large measure select their own membership. The pupil who fails to keep up to a certain definite standard of intelligence, morals or behavior is summarily dropped. Membership in these is a privilege, rather than a right, and with dismissal or expulsion such institutions terminate their responsibility for the individual pupil.

The public elementary school on the other hand faces the task of educating, as best it can, *all* the children of the community for a certain period of time. It must educate Yvonne LaFleur or Patsy Gallagher, whether Yvonne and Patsy or their respective parents want them educated or not. Such is both law and tradition. The small proportion of Patsys and Yvones who are absolute incorrigibles may be excluded or provided for in various corrective institutions, but aside from those, the public's children must be educated, *nolens volens*.

Outside of the 180 to 200 school days of the year, five hours a day, five days a week, what influences surround the child? In this dual partnership, are both partners pulling their share of the load?

It is fair to demand of the school that it prepare the boy or girl in certain minimum essentials on the purely academic side, regardless of what that child's personality may be, or whatever may be his future calling in later life. Among these are the following:

That he learn to read, both orally and silently, with an understanding of what he is reading. This is the foundation of everything else.

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That he learn to speak his own language with reasonable accuracy and with reasonable freedom from glaring errors in pronunciation and grammar.

That he write, with fair speed, a neat and legible hand.

That he be able to spell correctly the common words that he will use in ordinary life.

That he acquire a working knowledge of the simpler processes of arithmetic and become familiar with ordinary business forms and procedure.

That he learn enough geography and history so that he will know something about the great men of his own country, and what they did and lived for; something of the way people in other parts of the world live; some of the different ways in which people get a living; something of the country in which he himself lives.

That he learn, at least in a general way, how his town, state and nation are governed.

That he become acquainted, at least in elementary fashion, with his rights and duties toward others and toward his country; fair play, honor, justice, patriotism.

That he learn in an elementary way, how to take care of his own health, and form habits of personal cleanliness and right living.

Add what you will to this foundation, the school should furnish these to every child of normal intelligence.

The home has a further right to demand that the pupil shall be adequately housed under sanitary and wholesome conditions; that he shall be taught by adequately trained and properly supervised teachers; that he shall have the free use of proper equipment, books and supplies; that he shall be fairly treated, without favoritism or discrimination on the part of his teachers, regardless of wealth, poverty, or station in life.

On the other hand the school also may rightly make certain demands of its partner in this dual responsibility. It has a right to demand that the child it must educate shall be sent to it from the home with an attitude of cooperation in certain of the essentials that follow:

The school may rightly demand that the child be physically clean, so that he shall not be personally offensive to others with whom he is thrown into intimate contact. Dirty clothing, lack of personal cleanliness, and contagious diseases, are things which the home must help to eliminate.

The school may rightly insist that the child shall not be rushed into school before he is mentally mature enough to assimilate

the school's teachings. If the prime reason for the anxiety to get the babies into the schoolroom were the thrifty desire to have the child get every bit of training out of the system provided by the public schools, it would be a commendable ambition. In all too many cases frankness compels a different explanation. The mother wants the child in school at the age of five, four, or even three, not that he may learn that much more, but that she may be relieved of parental responsibility for a part of the day, that her morning may be free for her housework, or that her afternoon's work may be cleared up so that she may be at liberty to take in the matinée of "Restless Wives," or "The Lure of Broadway." Or, perhaps a bit more commendable, that she may be free to go into the factory or the department store as a wage-earner.

A neighbor of my acquaintance protested vigorously when her young son was excluded from school for a three-weeks' period with a severe attack of mumps. "Must he stay out all—that—time?" she demanded in despair. "Lord knows what I'm going to do, having him 'round home under foot for three weeks!"

"Oh, I don't care whether Susie goes into the kindergarten or the first grade or sub-primary, so long as she can come for all day," says another mother.

At the other end of the scale, the school also may rightly demand from the home that the child once in school remain there till it has an opportunity to finish its work of child-training.

A sullen Armand stood in my office and hung his head. Armand had just reached his fourteenth birthday. He had less than eight weeks more to attend the eighth grade to get his diploma. He didn't want to go to work, just yet, in the Imperial Weaving Company's great brick plant, with its world of whirling looms and clicking shuttles. But a voluble mother, with whom my assistant and I argued and pleaded, was obdurate. He had secured his work certificate and his job, or his mother had attended to these details for him. Argument was useless.

"I support heem, I breeng heem up thees so many year," insisted Mrs. Desrochers.

"Now it hees turn to work an' repay hees parent for our so great expense. No longer can we afford to have heem idle."

Armand wasn't ready to take his place in life. Yet he took his lunchbox, and went into the great mill, became one of the army that reports there at seven every morning, and he never will get that grammar school diploma that he wanted.

'Arry 'Awkins, a little cockney from the shadow of Bow Bells, is the father of eight children. A bit more than middle-aged is 'Arry, though he is good for several more years of work. But his two oldest children are sixteen and fourteen respectively, and have already left school to work in the Alsace Mills. 'Arry doesn't plan to work much longer 'imself. As soon as one or two more of his children have turned sixteen, he will sit around 'ome for the rest of his days, smoke his pipe and drink his near-beer or 'ome-brew, do the odd chores around the plyce, and collect the earnings of his family—till they reach twenty-one, at any rate. Not a fanciful picture, by any means, or confined to any one race. 'Arry has told me himself that that is his intention. He has no false modesty about it. Didn't 'e 'ave to do the same thing 'imself, till he was old enough to get out on 'is own?

My schools will be blamed for the product represented by Armand Desrochers and 'Arry 'Awkins's children, who have left before we can complete their training. We give Peter Jackson the contract to build a house. Is it fair to Peter's professional reputation as a contractor to blame him if we give him only enough time and material to put up the walls and studding, without windows, clapboards or plastering? Yet, that is about all we builders of citizens have a chance to do with Armand Desrochers or Genevieve 'Awkins.

The home has a right to expect reasonable discipline of the school. On the other hand, it has no legitimate right to expect the school to serve as a sort of informal court to settle local feuds, or to police the community. Milk bottles are missing from doorsteps in the morning; pickets are ripped from fences; children congregate in the road and hoot at an unpopular or eccentric neighbor; neigh-

borhood rows break out with intense feeling between families of different ideas or racial tendencies. The children concerned in these affairs are in the public school; is it the function of the school to arbitrate, or to punish all these offenders?

Above all, the school has a right to demand of the home that the child be kept free of distractions which interfere with his doing the necessary school work—not necessarily the much-discussed "homework"—but his classroom work the next day. Does the child get a full night's sleep? Is he doped with an excess of coffee, or tea, or with cigarettes? I have known six-and seven-year-old children in the first grade to be steeped with cigarettes, with the knowledge, if not the full consent of the parents. I have seen boys in the elementary schools so doped with home-made wine as to be incapable of work in the classroom, not only on isolated occasions, but day after day.

Does your child do the required homework, and do you give him a chance to study without interference from the rest of the family? Do you see that he does this work? If he falls below passing, do you sign his report card perfunctorily? If the teacher sends home an unsatisfactory specimen paper for you to see or sign, do you dismiss it with the bare statement, "That's an awfully poor paper"? Or do you make the comment that we have teachers in school and it's their job to see that the boy passes? And then are you righteously indignant in May that there is no prospect of Johnny's passing, and do you plead that, if he works hard and applies himself during the few weeks remaining, he may be passed? Or do you go still further and declare that you have friends down at City Hall, and that Johnny isn't going to be kept back? Are you that sort of a parent?

Do you know where Johnny is when he goes out nights? You think he goes to the Boys' Club or the Y. M. C. A.? Do you know whether he is there, or whether he is running the streets with the gang? Do you know what sort of scrapes he gets into? Do you know who his boy or girl chums are?

Some years ago I found that more than 63 per cent of the youngsters in my schools, from the fifth through the eighth grades, at-

tended the movies *regularly* at least once a week. More than 600 children figured in this survey. More significant than these figures is the fact that more than 60 per cent of these boys and girls attend the movies either alone or with some other boy or girl companion of their own age, unaccompanied by older persons. They get their morals, their code of ethics, not from the schoolroom, not from the home, but from the silver screen. They imitate, not the example of George Washington and Abraham Lincoln in the history readers, but the types portrayed by John Gilbert and Richard Dix, by Clara Bow and Greta Garbo.

Or, if your children don't go regularly, are you a "movie fan" yourself? Do you besiege the school with requests to dismiss Susie early so that she may take care of the baby, and that you may be free—though perhaps you don't say it in so many words—to go to the matinée, or tour the department

stores before the afternoon rush begins? Do you frankly ask that Muriel may be dismissed at recess that she may go to a party? Or that she may take dancing lessons?

In the old-fashioned type of home a generation ago mother sat in the window with her mending about four o'clock in the afternoon, and watched down the street for the children to come home from school. In altogether too many modern homes, the children camp on the doorstep after coming home from school at four in the afternoon, and watch down the street for the car which will bring mother home from the Palace or the Gayety or from a sampling tour of the department stores.

It's a partnership job to educate your child for future citizenship.

Blame the school, and justly, if it falls down on its share of the task.

But, home, are you honestly pulling your share of the load?

Entangling Habits

THE noted surgeon, Dr. Charles Mayo, of Rochester, Minnesota, in speaking before a large convention of boys, gave this sound advice:

"It is the brain that counts, but in order that your brain may be kept clear you must keep your body fit and well. That cannot be done if one drinks liquor."

"A man who has to drag around a habit that is a danger and a menace to society ought to go off to the woods and live alone. We do not tolerate the obvious use of morphine or cocaine or opium, and we should not tolerate intoxicating liquor, because I tell you these things are what break down the command of the individual over his own life and his own destiny."

"Through alcoholic stimulation a man loses his coordination. That is why liquor is no advantage to the brain. You hear people tell how they had their wits quickened for the first half hour by liquor, but they don't tell you how later their body could not act in coordination with their brain."

"You will hear on every side men bewail the loss of their drink, of their personal

rights, but the rights of the few who cannot see ahead or have the future of their nation at heart must be regulated to safeguard that great body of future citizens who are now ready to step into the ranks.

"You boys have something ahead of you in the problem of preventing the return of liquor. We have not lived up to our laws, but I repeat, education is what we need to combat this condition. When we have our younger generation completely educated we will not have types who say: 'Why should I not have my rights as a citizen?'

"It is through the boys of today that we hope to see a sound and everlasting prohibition worked out in this country. If there ever was any great man who accomplished anything through the use of alcohol I would like to have the fact pointed out."

"We in the United States of America have tried to give you a field of action free from the barricades which used to be set up by the legalized liquor traffic. Keep yourselves free from all entangling habits. Remember, it's the brain that counts."

Building a Home

from

Childhood

BY EMELINE S. WHITCOMB

In the Home

THE home is the natural nest for children where their education begins, including instruction in the primal necessities of life. Whether this guidance is good, bad, or indifferent depends upon the trained intelligence of those directing the personal control habits of the children in regard to eating, sleeping, keeping fit, and building right social habits and attitudes.

Whatever children see in the home is readily imitated by them, from reading the morning paper to firing the furnace and driving Mother's car. Childhood is curious about everything. The more normal it is, the more apt it is to "get into things," for its tastes are cosmopolitan. It flinches at nothing and tries everything within and beyond its reach.

Wise parents capitalize this natural interest by providing an environment rich in opportunities for the development of a constructive imagination, creative self-expression, and such personality traits as independence, self-control, perseverance, courage, stability, and desirable social attitudes. In the words of the late Dr. Bird T. Baldwin, "If nature furnishes the basis for education, environment and training are the determining factors in the final result." In accordance with this philosophy the home bears the



© Oregon Agricultural College

Alice Lu reared in the Home Making Cottage

major responsibility for turning out a young citizen useful to society.

Young children are eager to participate in the daily household activities. They like to bake, set and clear the table, wash dishes, sweep, put the house in order, run errands, feed their pets, and be made to feel that they are helpful and generally useful.

In these household activities parents will do well to keep out the elements of "work" and "must," to emphasize the "shall we" and "let us" attitudes, and to place activities on the play and game bases. The child's later attitudes toward home-making functions will be materially influenced by the pleasant or unfavorable reactions he receives during these early, impressionable years when the making of mud pies, dressing and putting the dolls to bed, rolling

What Makes a Home

'Tis the gentle pitter patter
Of wee feet upon the stair,
The sound of children's laughter
Gaily ringing through the air,
The shining eyes that smile at us,
Wee lips that hold a kiss
Far sweeter than the nectar
That the bee from flower sips ;
'Tis the fire's soft warm welcome
And the daylight's mellow glow,
Friendly books and easy chairs,
And the folks we like to know ;
The love, and light, and laughter
That go singing through the gloam,
And telling us of peace within,
That make a Home a Home.

—Elizabeth MacMaster Brockway

out and baking the ginger man, caring for pets, and innumerable other household activities absorb his interests.

Whether the child's playthings are cared for and clothing hung up depends to a large degree upon whether in the home-making scheme provision is made for short legs and arms, and incentives devised for hanging up coats and hats, for putting rubbers and galoshes in their proper places, and for picking up the playthings.

Development of initiative, independence, and self-reliance in the young child is again dependent upon the provisions made for him in the home. To illustrate: Are his clothes constructed so that they are easy to get into without assistance? Are duties assigned to him which will develop a sense of ownership, property rights, and the spirit of giving and sharing?

"PARENTS can not escape the fact that they create the atmosphere in which the child must live. Where orderliness, restraint, cheerfulness, and courtesy prevail the child will repeat these expressions of health in visible acts from hour to hour, until they become the whole expression of his being; his

sure and sane relationships toward his fellows. Disorderly, unrestrained, harsh, and coarse actions on the part of the parents of the child will, on the contrary, result in disturbed functions of the various organs of the body, and in unhealthy, vitiating mental states." *

To make the child's interest in home making continuous, normal, and healthy, the home needs to provide opportunities bearing upon his personal needs, his contributions to the domestic helpfulness of the family group and to his civic work in the community.

Normal children like to help; they like to be independent and responsible for their possessions, kept in their own rooms where ownership is indisputable. This condition, owing to the ever-increasing congestion in our larger cities, is in many cases a luxury. But wherever possible, let the young child be trained to care for his own room and its furnishings, with the hope that such training will lead to a desire to share in and respect the household properties belonging to the family group.

Parents make a mistake when they deny

**A System for the Care and Training of Children* by G. Hardy Clark, M. D.



Bob likes to help with the baking

© Oregon Agricultural College

children opportunities for self-expression in the furnishing of their own rooms and assisting in the care of those shared by the family. Often it is much easier for adults to do the work at hand than to train some one else for it. In that case the child's interests are sacrificed for speed, haste, or lack of patience and understanding of the educative significance of home-making tasks.

Fathers and mothers do not mean to be bad parents. They usually err on the side of being "too good" by pampering children, performing their tasks for them and treating them much as they would a piece of priceless bric-a-brac until the time comes when the



© Ohio State University
Interested in Dishwashing

child cares to do nothing for himself and desires others to do for him. When that time arrives his natural yearning to be "an independent social being" will not return in full force. "His hand will never be quite so useful, nor his brain quite so willing to perform a helpful act."

Fortunate are the children who are permitted to share in the minor responsibilities of the household, to participate in the family council, and are looked upon as individuals with rights and privileges commensurate with their understanding. For the child's best welfare there is no adequate substitute for early training in the simple tasks of the household, administered under the guidance of a patient, understanding, and skilful mother.

In the School

THE school aims to lead the child from the simple home-making tasks performed under the parental roof to higher levels of home-making interests, skills, appreciations, and attitudes with the hope of extending these attributes through the periods of school and adulthood.

The school plans to accomplish this through its offerings on the "Essentials of Living" for the first six years of school, and its well-defined home-making courses, beginning with the junior high school or the seventh grade and extending them through college and extension work thereafter. Up-to-date home-economics thinking is resulting more and more in home-making instruction which meets the immediate needs of the pupils and prepares for needs of the future. This instruction has for its goal boys and girls who have acquired positive health observances; who are adaptive to the changing home and social order; who have wholesome attitudes toward work, play, money management and the "fitness of things," and a high regard for the responsibilities of parenthood.

In accordance with these purposes instruction is offered in home-economics courses on: the elements of sound nutrition; hygienic and attractive clothing and living; the fundamentals underlying home and family relationships, child development and parent education. Boys and girls alike are taught the social significance of the home, its purposes, the functions and responsibilities of family life, the care and best welfare of little children, and the responsibilities of parenthood. In the same classes boys and girls are studying the cost of furnishing and maintaining a home.

In a few school systems boys and girls have opportunities provided for the observance and study of young children. It is hoped that this school practice will become general, until all boys and girls of senior high-school ages, or below if necessary, have opportunities for observing and learning to understand young children. Not until the general public is awakened to this urgent need can training in efficient home building be fully realized, from childhood to adulthood.

Plays for the Young Adult

BY MABEL FOOTE HOBBS

This article, from the National Committee on Drama and Pageantry, is one in the WISE USE OF LEISURE series, which has been appearing monthly since October, 1929.

THE "young adults," as the adolescent boys and girls have been so aptly called, are the most difficult of all persons for whom to find suitable plays. They have just left the fairies and folk people of childhood and they look forward to everything that is modern, grown-up and sophisticated (and how often beyond their capabilities) as their own newly conquered possessions. However, the putting away of childish things does not come all at once and frequently these long-limbed boys and girls, unconscious for the moment of their awkward bodies, will be found joining the younger children in some Mother Goose dramatization or fairy play. But these are only momentary lapses. Ordinarily it is their emphatic wish to play themselves as they believe themselves to be—creatures of vast powers to whom the world offers a wealth of new experience.



To find the play which will give them what they want and which will at the same time incorporate artistic and educational values is a serious task for the teacher or club leader. We believe that it is a mistake to allow young people to produce plays which overtax them mentally or physically. We have found a number of cases of junior high school pupils producing, or attempting to produce, the long plays generally known as Broadway plays, that is, plays which have been produced by professional actors in New York. There are several reasons why this is an injustice to the children and the audience as well as to the play itself. In the first place, children of this age should not be given the responsibility of such a task. The minimum time required to produce the Broadway play is twenty-five rehearsals of from two hours

to two and a half hours each. This is far too great a strain to put on children at a time when so much of their strength must go into physical development. It also takes too much time from other recreation and studies.

It is seldom that young people of thirteen to fifteen years can sustain a character through these long, sophisticated plays. When such plays are used the production often results not only in robbing older dramatic groups of their rightful material but in losing the enthusiasm and support of an audience which has witnessed a poor performance. In the Broadway play the cast is usually limited to from seven to nine characters while the junior high schools have large numbers of children who are eager to participate. This is particularly true of the graduation play. Plays written especially for this age always include a large number of parts. The use of three one-act plays will also permit many children to appear. An entertainment made up of these short plays can be prepared in a relatively short time without overtaxing the children, and the very fact that each play is of short duration insures a finer production.

We would suggest that the teacher guide the children in the selection of their play by choosing a good play and reading it to them with the definite view of getting their interest in it. We believe she will find that, under all their sophistication, they are so eager to express themselves that they will not argue over the medium of expression if it is presented to them in the right way. The school is one of the proper places in which to foster love and appreciation of good drama through the use of good plays. Plays of literary and historic value seem appropriate for school use; the purely recreational type of play may be re-

CHILD WELFARE

served for the clubs where the farce-comedy, the light fantasy, and the mystery-thriller offer a variety of entertainment.



The club dramatic director, especially if she is new to the group, will find that her problems are quite different from those of the school director. In school the plays are usually produced by a teacher who has been working with the boys and girls through the year, very probably an English teacher. She knows their individual traits and above all she understands which pupils can be depended on to assume the responsibilities of a play. In addition to this there is a certain amount of discipline in the school room which is not always felt in clubs to which the children come voluntarily.

It sometimes happens that, when boys and girls of this age are immediately cast together in a club play, their sense of responsibility quite disappears under the overwhelming necessity of overcoming the embarrassment and self-consciousness peculiar to their development. In seeking to conceal their awkwardness they often fritter away not only their own energies but those of their director. Now the task of producing a play, even though it be one of strictly recreational type, demands too great an amount of concentration and team work to permit such distractions and it is entirely too much to ask of a director that she discipline her group in addition to coaching the play. Thus it becomes the problem of the club director to guide the superabundant forces of her "young adults" into channels which will lead to the happiest results, both for herself and for them.

We suggest that, for the first two or three entertainments, the new dramatic director of the club keep the boys and girls in separate casts. Usually the club has its Boy Scout Troop and some similar girls organization for which excellent plays have been especially prepared. The play may be given as part of the same entertainment, thus allowing sex pride to spur the boys and girls on to make their separate productions as fine as possible. After a number of such entertainments, the director will know which boys and girls have sufficient poise and self-control to work to-

gether with ease. By that time the club will have come to mean enough to the young people to help carry them through the trials of their first play. From then on it is unlikely that there will be any more great difficulties. In a few years this group will be the dramatic organization of the club, with another group of juniors looking to the time when they will reach such a goal.



The following list of plays is recommended by the writer. A complete list may be obtained from the Playground and Recreation Association, 315 Fourth Avenue, New York City, for ten cents.

Plays for Junior High School Age

School Plays for Seventh and Eighth Grade Pupils

SINGLE EDITIONS

LANTERN LIGHT, by Olive Price. Three acts. Simple interiors and exteriors. Seven boys, six girls and extras. A simple and intensely dramatic presentation of New England witchcraft. French. 50 cents.

THE HAPPY MAN, by M. E. Irwin. One act. Outdoor setting. Six girls, eight boys. The story of the king whose only hope for recovery from a serious illness was to wear the shirt of a happy man. When the happy man was found he had no shirt. Oxford University Press. 20 cents.

THE OATEN CAKES, by Rea Woodman. Three scenes. Two interiors, one exterior. Seven boys, one girl, extras. The familiar story of the Saxon king pleasingly dramatized. Woodman Plays. 25 cents.

SIX WHO PASS WHILE THE LENTILS BOIL, by Stuart Walker. One act. Seven boys, two girls. A fantastic comedy in the manner of a fairy tale. David hides the Queen from the executioner until the hour for her beheading has passed. Appleton. 50 cents. Royalty \$10.00.

KNAVE OF HEARTS, by Louise Saunders. One act. Eight boys, two girls and extras. The Knave of Hearts becomes a thief in order to conceal the fact that the Lady Violetta is a disgracefully bad cook. Longmans, Green and Co. 50 cents. Royalty \$5 if no admission is charged, otherwise \$10.

COLLECTIONS

SHORT PLAYS, edited by Webber and Webster. A splendid collection of twenty short plays with supplementary suggestions for producing. "The Stolen Prince," a Chinese play, by Dan Totheroh, and "The Boston Tea Party," by Constance Mackay, are especially recommended. Houghton Mifflin Co. \$2.00.

DRAMATIC MOMENTS IN AMERICAN LITERATURE, by Hague and Chalmers. Contains thirteen plays covering important episodes of American history, written for advanced grades. University Publishing Co. \$1.16.

THE NATIONAL PARENT-TEACHER MAGAZINE

SHORT PLAYS FROM AMERICAN HISTORY AND LITERATURE, by Olive Price. Volume I contains five plays from early American history, an Americanization playlet and a commencement pageant. Price, \$1.25. Volume II includes seven historical plays. Fresh angles and artistic treatment make these little plays unusually delightful. French. \$1.75.

ALI BABA, by Helen Haiman Joseph. Contains "Ali Baba and the Forty Thieves," a five-act play with nine characters, either puppets or children, "Beauty and the Beast," and "The Coat of Many Colours," a Biblical shadow play. Harcourt, Brace & Co. \$1.50.

Club Plays for Seventh and Eighth Grade Age

PLAYS FOR GIRLS

THE UNEXPECTEDNESS OF CATHERINE HENRY, by Lindsey Barbee. Two acts. Eleven girls, one interior. The sophomores create a delightful imaginary character—to the bewilderment of the freshmen. The tables are turned when Catherine Henry materializes as a charming new student with all the pleasant characteristics with which the imaginary girl had been endowed. T. S. Denison and Company. 25 cents.

THE PEDDLER OF HEARTS, by Gertrude Knevels. Full evening entertainment. Twenty-one girls and extras. The Goose Girl, the only one in the village who has kept her heart from the treacherous Elf King, goes into the forest with a village youth and rescues the bag containing the hearts of the villagers. Baker. 25 cents.

PLAYS FOR BOYS

THE PIRATE KING, by Albert M. Brown. A two-act, operetta playlet. Seven boys and extras. Gilbert and Sullivan airs combined with Douglas Fairbanks's dashing adventurousness make this an ideal play for boys. It has had many successful performances. Junior Dramatics Publishing Co. 30 cents.

JERRY SEES "THE GORILLA!" by Albert M. Brown. A thrilling one-act mystery comedy. Seven boys. Jerry has a nightmare as the result of attending a mystery play. Plenty of action and surprises. Junior Dramatics Publishing Co. 30 cents.

THE POOR BOY WHO BECAME A GREAT WARRIOR, by Perry Boyer Corneau. Two acts. Ten boys. Exterior. The poor boy of the tribe goes on the war path with the braves and captures the medicine stick single-handed. Old Tower Press. 40 cents.

PLAYS FOR MIXED CASTS

IMAGINATION, by Warren Beck. Contains "Imagination," "The Old Sleuth," "Great Caesar," "False Pretenses," and "The Estabrook Nieces." Especially written for children in the early teens who want realistic plays about themselves. Walter H. Baker Co. \$1.00.

TESTED PLAYS FOR HIGH SCHOOLS, by students of the drama classes of the Louisville Girls High School. A two-act play, two one-act plays, a one-act farce and a ten-minute farce are included. Within the scope of junior high school pupils. Walter Baker Co. \$1.00.

THE GHOST HUNTERS, by Lura Woodside Wat-

kins. One act. Four boys, two girls. A mystery play for young people. Plenty of thrills and a satisfactory solving of the mystery. No royalty if five copies are purchased. Walter H. Baker Co. 25 cents.

School Plays for First Year High School Pupils

SINGLE EDITIONS

TROUBADOURS OF PROVENCE, by Marion Holbrook. One act. Four boys, four girls. A May Day fragment based on an old French custom. French song included. An appropriate assembly play. Playground and Recreation Association of America. 10 cents.

THE ROMANCERS, by Edmond Rostand. Five boys, one girl, as many extras as desired. The first act of this charming old play makes an excellent little comedy. French. 35 cents.

THE CLEVER DOCTOR, by Rea Woodman. A dramatic satire in five acts adapted from Grimm's tale. Five men, one woman, extras. Good-natured satirizing of the medical profession. Woodman Plays. 25 cents.

LITTLE SCARFACE, by Amelia H. Walker. One act. Four girls, two boys. A unique Indian play developed from a Micmac legend. It is the story of an Indian girl whose life resembled Cinderella's. Norman Remington Co. 40 cents.

COLLECTIONS

DRAMATIZED LITERATURE, by Mildred Allen Butler. A collection of nineteen short plays prepared for classroom use. Includes such titles as "The Return of Rip Van Winkle," "The Mad Tea-Party," and "The Pauper Becomes a Prince," from Mark Twain. Harcourt, Brace and Co. \$1.00.

SHORT PLAYS FROM GREAT STORIES, by Hartley and Power. Eighteen short plays suitable for assembly production. "The Sire de Maletroit's Door," "The Young Man with the Cream Tarts," and "The Necklace" are among them. The Macmillan Co. \$1.20.

FORTY-MINUTE PLAYS FROM SHAKESPEARE, by Fred G. Barker. A dozen excellent cuttings especially adapted to school use. The Macmillan Co. 96 cents.

Club Plays for First Year High School Age

PLAYS FOR GIRLS

WANTED—MONEY, by Harriet Ford and Althea Sprague Tucker. One act. Five girls. Three girls living on pawned jewelry in New York are rescued by a wealthy and delightful aunt. French. 30 cents. Royalty \$5.

UP IN THE AIR, by Esther E. Olson. One act. Five girls. A modern young woman raises chickens to earn her way through college, but goes "up in the air" when the air mail plane disturbs her flock and the pilot turns out to be an old sweetheart. Walter H. Baker and Co. 30 cents.

TEA AND ALGEBRA, prepared by Community Drama Service. A dramatic stunt for eight girls. Useful for clubs or as short assembly skit. Playground and Recreation Association of America. 10 cents.

(Continued on page 435)

A Glance at the Denver Program

May 17-24, 1930



*East Denver
High School*



*Mt. Evans,
Colorado*

PLANS for the 1930 Convention of the National Congress of Parents and Teachers which will be held in Denver, Colorado, May 17-24, gained impetus at a meeting of the program committee in Washington in January to complete the preliminary plans for the annual meeting. The Convention theme will be "A New World Challenge to Parents and Teachers." Indications are that every phase of the Congress work from organization to projects will be presented to the delegate body.

* * * *

The news scout got a peep at the preliminary program which is being arranged for the Convention and here are some of the interesting and enticing bits of news found there:

Conference. All day Saturday, May 17. Dr. Valeria Parker, National Chairman, Committee on Parent Training in Churches, will preside at a conference on this subject.

The Presidents' Club Luncheon will—according to custom—be held at noon on the first Sunday of Convention week.

Vesper Service. Denver members are in charge of the Vesper Service on Sunday afternoon and have arranged for Rev. Martin E. Anderson, pastor of the Central Presbyterian Church of Denver, to speak. Sunday evening will find a beautiful evensong in progress.

Classes. Industrious and studious delegates will gladly receive the news that classes will be given throughout the week in program making, organization methods and publicity;

while state chairmen and bulletin editors will be given time to confer with national chairmen and other leaders.

Delegate's Package. When delegates register they will be given a digest of the reports of bureau managers, directors of departments, and other officers as a part of the Delegate's Package.

An Informal Reception Monday afternoon in the hall in which the exhibits are on display will introduce to the delegates their national officers, the bureau managers, and the national committee chairmen.

Life Members. Mr. E. C. Mason will preside at the Life Membership Dinner on Monday evening.

Recreation will play an important part in the Convention and delegates may expect to get many ideas from Mr. J. W. Faust, National Chairman of the Committee on Recreation; Miss Anna L. Johnson, Head of Recreation in the Denver schools, and other recreation celebrities who will assist in this phase of the program.

Evening Addresses will center about the theme of the Convention and will present



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Dr. Gertrude Laws who will address the Denver Convention

this theme from the angle of the educator, the parent, new trends in education, etc.

Mothersingers. Miss Helen McBride, National Chairman of the Committee on Music, is going to round up all the Mothersingers who attend the Convention and form one huge Mothersingers' Chorus. She will assist them at rehearsals during the week, and on Friday evening—the last night of the Convention—they will render a program of selected choruses.

A Banquet on Friday evening will honor the new officers. Mrs. S. M. N. Marrs, outgoing National President, will preside over the function.

Conferences for the general delegate body will include a get-together on the question of parent education under the direction of Dr. Ada Hart Arlitt, head of the Bureau of Parent Education; a health conference and demonstration of the work of the Summer Round-Up with Mrs. Bruce Carr Jones, Director of the Department of Health, in charge; conferences on public welfare with Mrs. Louis T. deVallière, Director of the Department of Public Welfare, presiding; publications, under the direction of Mr. Joy Elmer Morgan, Manager of the Bureau of Publications; education, with Dr. Randall J. Condon, Director of the Department of Education, in charge; home service, with Mrs. Herbert Chaffee, Director of the Depart-

ment of Home Service, presiding; and extension work, with Mrs. Hugh Bradford, Director of the Department of Extension, as leader.

Gold Star Dinner. CHILD WELFARE Magazine will be featured at the Gold Star Dinner which is being planned for Tuesday evening.

Trip. The sightseeing trip will take the delegates touring among Colorado's snow-peaked mountains.

Pageants will play an important rôle in the Convention plans. Denver people are already working on a pageant to honor the Founders and an Interlude depicting the international phase of the work. An elaborate presentation of the rural life work is being planned by Miss Florence Ward, Manager of the Rural Life Bureau.

Dr. William John Cooper, Commissioner of Education, will address the Convention Monday evening.

Publicity Dinner. Publicity workers will exchange ideas at their annual dinner on Thursday evening, at which Mrs. John E. Hayes, Acting Manager of Bureau of Publicity, will preside.

Luncheon. Miss Charl Williams, National Chairman of the Committee on School Education, will preside at the Education Luncheon at noon Thursday.

Reduced Railroad Rates have been secured for the Convention. For details consult your State President or see page 427.



Hon. William John Cooper, U. S. Commissioner of Education, who is to speak at Denver Convention

Conference on Spiritual Emphasis

A Conference on Spiritual Emphasis will be held under the joint auspices of the Committee on Spiritual Training and the Committee on Parent Training in Churches, Saturday, May 17, at Denver, Colorado.

MORNING

The Purpose of the Conference. Statements by

- 9.30 (a) Committee on Spiritual Training.
- 9.45 (b) Committee on Parent Training in Churches
- Addresses and discussions on problems common to work of both committees
- 10.00 (a) A child's religion in a changing world
- 10.35 (b) The religious life of adolescence—its fluctuations and social implications
- 11.10 (c) The family in our changing civilization
- 11.45 Discussion

AFTERNOON

2.00-4.00 Simultaneous Meetings of Committees

- I. Parent Training in Churches
- 2.00 (a) Relation to religious bodies; other Parent-Teacher Associations

- 2.30 (b) Content of courses needed for parent training:
 - (1) Toward an understanding of the child as a developing personality
 - (2) Toward an understanding of religion as related to child development
 - (3) Toward an understanding of religion as related to personal experience
 - (4) Toward an understanding of the religious purpose of the family—(preparation for marriage and parenthood)
- 3.00 (c) Experiences from church groups now functioning. Free discussion

II. Spiritual Training

- 2.00 (a) How can spiritual training programs be provided for in the total program of a local Parent-Teacher Association?
Discussion and experiences from local Parent-Teacher Associations
- (b) How can the entire program be given a more spiritual emphasis?
Discussion

EVENING

- 8.00 Report of Findings of each Committee
- 8.30 Address—A Dynamic for Character
- 9.00 Address—An Objective for the Family.

Classes in Program Making

THE program for the Convention of the National Congress of Parents and Teachers to be held in Denver, May 17-24, 1930, will provide for three classes in program making, under the direction of Mrs. Frederick M. Hosmer, Manager of the Bureau of Program Service of the Congress. It is planned to give delegates practical help in setting up the essentials for sound program making and the procedures that follow. The third class will be a demonstration of actual program making that will meet the needs of a given situation.

The classes have been designated as follows:

Monday, May 19

8.30 to 9.30 a. m.

1. What are the essentials of sound program building?

A discussion of the various factors which are to be considered in setting up any

association program.—DR. RUTH ANDRUS, Director of Child Development and Parental Education, New York State Department of Education.

Tuesday, May 20

8.30 to 9.30 a. m.

2. How are programs made in the light of these essentials?

A discussion of the methods by which the previously developed principles of program construction may be applied.—DR. RUTH ANDRUS.

Wednesday, May 21

8.30 to 9.30 a. m.

3. How do program builders actually work in a definite situation?

The application of principles which have been developed to program construction and evaluation.—MISS MAY E. PEABODY, Assistant, Child Development and Parental Education, New York State Department of Education.

How to Secure Reduced Railroad Fare to the Denver Convention

MAY 17-24, 1930

BY FLORENCE V. WATKINS

National Chairman of Transportation

By this time you are beginning to wonder whether reduced fares have been secured for the Denver Convention of the National Congress of Parents and Teachers. The dates for the Convention are too early to enable the delegates to take advantage of the summer tourist rates. We have, however, secured reduced rates under the identification certificate plan. This plan differs quite a bit from the certificate plan used last year, although the rate of fare is the same.

Under the plan to be used this year you will be asked to send to your state president not later than April 15, 1930, your name and address and the name of each dependent member of your family who will attend the convention. Your state president will send them to the transportation chairman, Mrs. A. C. Watkins, 1201 Sixteenth Street Northwest, Washington, D. C. As soon as these names are received by the chairman, she will send a certificate to each one on the list. The certificate will contain the name of the one who is to use it.

Some days before you desire to buy your ticket, call up the local ticket agent and tell him that you will need a round trip ticket to Denver on the day when you expect to start on your journey. Some ticket offices do not keep on hand the round trip forms and so will need a few days in which to secure them.

When you reach the ticket office in your

home town, present the identification certificate and buy a *round trip* ticket to Denver. For this round trip ticket, one and one-half fares will be charged.

When Denver is reached, ask the ticket agent of the road over which you traveled to validate your ticket. The ticket will then be all ready for the return trip. The ticket may be validated any day before the day on which you expect to begin the journey home.

No reduced fare can be secured without a certificate. No ticket will be good for return passage unless it is validated in Denver by the agent of the road over which it is to be used.

Summary of Directions

STEPS IN PROCEDURE FOR ANY MEMBER OF A PARENT-TEACHER ASSOCIATION

1. Write your state president that you are planning to attend the Denver Convention. Give also the full name of any dependent members of your family who will go with you. The state president will send your name and address to the National Chairman of Transportation.
2. Receive a certificate from the National Chairman of Transportation.
3. Notify your local ticket agent that you desire to purchase a round trip ticket to Denver on a certain date.
4. Present your certificate to your local ticket agent and
5. Buy a *round trip* ticket to Denver, Colorado, for a fare and one-half.
6. Present your ticket to the Denver agent of the road over which it was issued as soon as you reach Denver. The ticket is then ready for the return trip without further thought or trouble.

"My ideal of the work of the parent-teacher association has always been that it should be comparable to a post-graduate course for parents, that it should make available to every father and mother the information that will help them to help their children to a well-rounded useful life."—TODD (Oregon Parent-Teacher).

A Call to Action!

Dear Congress Members:

WITHIN recent months the President and other members of the National Board have had numerous requests for information regarding the attitude of the Congress toward the use of tobacco, drugs and narcotics by the youth of our country. Appeals have been made to the Congress asking it to protest against the advertising of these products in magazines and other publications which cater to our young people. It seems timely, therefore, to present to our readers certain actions the Congress has taken in recent years regarding this serious problem.

In 1925 the Convention at Austin voted to work actively to reduce the sale of drugs and narcotics.

The minutes of the 1926 Convention, held in Atlanta, record that the delegates endorsed narcotic education as the means for combating the menace of drug addiction. The same Convention passed the following resolution regarding the use of tobacco and cigarettes by minors :

Minors and Tobacco and Cigarettes

Whereas, we believe that the use of tobacco is detrimental to the physical, mental, and moral welfare of our youth, as a hindrance to character building; . . .

Therefore, Be It Resolved: That the National Congress of Parents and Teachers dedicate itself to the cause of eliminating, throughout the United States, the use of cigarettes by minors:

1. By disseminating information among parents concerning the harm to their children in permitting them to acquire this habit; and
2. By securing in our public schools the observance of the state laws requiring instruction regarding the evil effects of the use of narcotics; and
3. By securing and enforcing necessary legislation prohibiting the sale to and the use of cigarettes by minors; and
4. By making an appeal to national advertisers to bar the use of cigarettes from their advertisements of articles other than cigarettes.

At the Oakland Convention in 1927, the delegate body through its resolutions reaffirmed "its willingness to cooperate with other organizations in narcotic education." It also urged its members to protest against such advertisements in magazines for home use as seek to make the use of tobacco attractive to youth.

Again in Cleveland in 1928, and in Washington in 1929, the Convention restated its stand on narcotic education concerned with the use of tobacco, alcohol, and other habit-forming drugs.

Thus we see that the National Congress of Parents and Teachers has taken a very definite stand in regard to the protection of youth against the tobacco and drug menace, which, as President Hoover declares, seriously affects the health, the efficiency, the education, and the character of our boys and girls.

Resolutions, however, are not worth the paper upon which they are written unless they are followed by action, and individual effort is necessary to produce action. Is it not the duty, therefore, of every parent who has young children to exclude from his own home periodicals which advertise tobacco, drugs, or narcotics?

Is it not the duty of every school or children's library to exclude such periodicals which are out of harmony with state laws requiring that children be taught the harmful effects of tobacco? Is it not the obligation of every friend of childhood to protest against all narcotic advertisement through radio broadcasts? Shall not every parent and teacher give serious study to this problem and come together in a determined effort to solve it? The National Congress of Parents and Teachers is committed to such a program.

Ira Cuddeee Marre
President

Motion Pictures

BY ELIZABETH K. KERNS

National Chairman, Motion Picture Committee

Classification

A—*Adult. Adult pictures are recommended for those of mature viewpoint and experience.*
 F—*Family. Family pictures are recommended for the general audience, including children of twelve years of age and over.*

J—*Juvenile pictures are recommended for children under fourteen years.*
 W—*Westerns, recommended for the family.*

*—*Especially recommended.*

R—RATING

A—*Good. B—Harmless, but second rate as to plot and production.*

R	Title	Class	Stars	Producer	Reels
ALL TALKING					
A	Across the World	J-F	Mr. and Mrs. Johnson	Johnson Exped. Pict.	8
A	Bishop Murder Case	A	Basil Rathbone	Metro-Gold.-Mayer	9
A	Burning Up	A	B. Rathbone-L. Hyams	Metro-Gold.-Mayer	9
B	Dames Ahoy	F	Glenn Tryon	Universal	7
A	Darkened Rooms	A	Evelyn Brent	Para. Fam. Lasky	
A	The Doll Shop	J-F	Animated Toy Shop	Metro-Gold.-Mayer	2
A	Grand Parade	A	Fred Scott	Pathé	8
B	Harmony at Home	F	Wm. Collier, Sr.	Fox Movietone	7
A	Hit the Deck	J-F	Jack Oakie	R. K. O.	8
A	Lone Star Ranger	F	Geo. O'Brien-Sue Carol	Fox Movietone	7
A	The Lost Zeppelin	F	Conway Tearle-V. Valli	Tiffany-Stahl	8
A	Men Are Like That	F	Hal Skelly-Doris Hill	Para. Fam. Lasky	7
A	Men Without Women	A	Kenneth McKenna	Fox Movietone	8
A	Mountain Melodies	J-F	Bruce (scenic-songs)	Para. Fam. Lasky	1
A	Not So Dumb	F	Marion Davies	Metro-Gold.-Mayer	8
A	Parade of the West	J-F	Ken Maynard	Universal	8
A	The Rogue Song	A	Lawrence Tibbett	Metro-Gold. Mayer	10
A	Son of the Gods	A	R. Barthelmess	First National	9
A	Strictly Modern	F	Dorothy Mackail	First National	6
A	Vagabond King	F	Dennis King	Para.Fam. Lasky	12
SOUND					
A	El Terrible Toreador	F	Walt Disney Symphony	Columbia	1
A	Farm Relief	F	Walt Disney Symphony	Columbia	1

More About Movies

Mrs. Leo B. Hedges, Motion Picture Chairman for the Tenth District of the California Branch of the National Congress of Parents and Teachers, says in a recent number of the California Parent-Teacher Magazine, "If our public libraries are justified in refusing to issue books of adult fiction to the child under fifteen years of age, how much more important it is that we use discrimination in the choice of motion pictures permitted them."

"Young people's minds lack the essential balance wheel of the developed mind with its wisdom, its judgment, its resistance, and its control. Scenes of ugliness, vice and crime, which might never come their way in real life, are forced into their fertile young minds via the screen. Cheap, crude, slapstick comedies lower standards of taste, and cause a lack of appreciation for the better things of life. Vulgarity becomes prevalent, not unusual. Jokes provoked at the expense of others become smart. Disrespect for adults, officers of the law and members of the clergy is featured."

"Facts about sex should be given to children in a sane and careful way, but the sex drama does not present them so, but interprets sex as love. Overdone thrills cause the usual routine of life to seem tame and to create a desire for bigger and greater thrills. True, dissipation and excesses of all kinds exist, but they are not the average conduct of the normal American. When pictured on the screen repeatedly children come to regard such conditions as true to life. The wholesome side of life should be shown with greater frequency and in reasonably correct proportions."

"If the ugly side is continually emphasized the future generations will be cynics with low ideals of life, taste and conduct. A nation progresses only as each succeeding generation takes a step forward in morals, culture and ideals."

OUR CHILDREN *and*



© Julia B. Sanker



Left to Right: Mrs. Garry Cleveland Myers; Garry, 5 years, Betty, 12 years, and Jack, 14 years, Children of Dr. and Mrs. Myers; Dr. Garry Cleveland Myers



© Bachrach

THEIR PARENTS

II

School Problems and the Adolescent

BY GARRY CLEVELAND MYERS

SCHOOL problems of the adolescent roughly fall within the junior high, senior high, and college ages. However fascinating it may be to speculate about the earlier causes of these problems, we who are parents of adolescent children have to face their problems and our problems in relation to them as we find them.

A fact we must also face is that the adolescent child who has not learned good habits, attitudes, and ideals has parents who all the while have been failing to promote such habits, attitudes, and ideals. Furthermore, these parents are much older than their children (surely that is a safe statement) and, consequently, are themselves less easily made over. We who have adolescent children have a harder problem to change ourselves than our children have to change themselves. In spite of these facts the first move is ours.

Our success will depend upon our ability to analyze our own relation to our children, to understand our children's point of view, and to profit by such analysis and understanding. Of course, the primal factor is the

degree of genuine esteem that our children have for us. Do they feel secure? Do they feel that we are fair and frank with them? Do they really care for us? If they don't, we must turn all our efforts to the attainment of these ends. Hard as our task may be, we can achieve a great deal if we set out conscientiously and intelligently to do it. Let others say all they please about the permanent influence of earlier years; you and I know it is never too late to effect some vital changes in ourselves and in our children.

You Must Succeed!

If by some earlier coercion you have trained your children in wholesome routine habits, they may continue to respond to a reasonable degree of compulsion. But if they have known little or no restraint, have not been accustomed to adjust themselves to prescribed routines, have never learned to make self-sacrifices for the family's welfare, there is no likelihood that they will respond favorably to any amount of force in these respects. Neither are they likely to acquire

such habits quickly, even with the most skillful use of moral suasion. The way you will proceed will depend, therefore, entirely upon what has gone before. Consider first what changes in them you would like to effect; then the probability of your success and the manner in which you are going to attack the problem. You must succeed. Failures are costly. Try to do only what you are pretty sure you can do fairly well, regardless of your wishes; but don't underestimate the possibilities.

Your child in junior or senior high school generally has home assignments. Does he do them at a regular time and place without being told? Is he always at home on the evening preceding a school day? Does he often say he has no home work? On such evenings does he apply himself to some intellectual work just to form the habit of working? You may be able to prevent his going out at his home study period, and forbid his entertaining his comrades then; or you may not. You may succeed by a reward scheme or a punishing scheme; or a mere suggestion or command may do the trick. You ought to know before you try.

Do you appreciate the responsibility your child takes when he regularly and diligently pursues his school-home assignments with a limited number of other duties well done; or do you fret and worry when you see him rightfully enjoying some leisure?

Do you worry about his getting off to school on time; do you scurry about to find his map and books and papers, and run after him with things he has forgotten; or do you calmly let him do the worrying and take the consequences?

The Matter of an Allowance

Has your child been trained in the proper use of money? Does he have an allowance, or do you dole out money to him when he asks for it? Surely, before he enters high school you are going to teach him to get along on a budget worked out with him over a few days, then over a week, a month, or longer. Let him learn to get along on this amount, and give him no more, but guide him in such a way that he will not want to borrow or become a parasite on other children.

My older children, now fourteen and sixteen, are getting along on a monthly allowance, receiving a check for the itemized budgeted amount at the beginning of each month. The allowance includes money for school lunches, bus fares, savings, supplies, Sunday school, recreation, and a small amount for "luxuries." Long before this time it ought to have included clothing, but it does not. We have not done enough, although, as far as the budget plan has been applied, it has been most satisfactory to the children and their parents.

Interest in School Work

Do you manifest a genuine interest in your child's school work, in his school activities, his other sports, and his social interests? Have you sought through these means to motivate health habits in him? When he starts off to school have you made him feel that what you do is alone important, or that his day is also of consequence? Does he leave in the morning with a hopeful attitude and return in the evening to be welcomed into a happy, interesting home? Does he join in the family conversation, share in the family council, feel himself a worthy member of the group?

When he proceeds to express himself, criticizing the church, the government, the school, and other social institutions, are you patient, or do you lose your head and try to make him feel that you consider him an ignoramus and a nihilist? Suppose he ridicules the frailties of a certain teacher and complains about treatment that he has received at school. Do you encourage him to magnify the indignities he believes he has suffered, or tell him that he must not say such things; or do you listen quietly and calmly and suggest that he speak more courteously of those who are absent? In case you believe you ought to see his principal and teacher, do you go at once to his school like a raging madman, only to humiliate the child and to make his troubles worse; or do you wait a day or two until you have regained composure and then go quietly to listen and to learn, with the hope of making him and his teacher understand each other better?

CHILD WELFARE

Most children in junior and senior high schools dread to have their parents go to see a teacher, just because few parents go discreetly, and practically none go except when there is trouble.

Parent and Teacher Cooperation

HAVE you attempted to induce your H.P.T.A. to work out programs with the school principal so that the parents may meet their children's teachers? Some P.T.A.'s are doing very laudable work of this sort.

When Mrs. Myers went to the junior high school to help plan our daughter's program for her tenth grade she was welcomed, though she was told that practically no parent came on such a mission unless his child had been a failure in one or several subjects. The average parent little knows how much valuable guidance is given to the children in the modern junior or senior high school, and how much better guidance could be given if he were to keep in closer touch with the principal and teachers of the school.

Going to College

VOCATIONAL guidance depends largely upon educational guidance. The best school attempts to turn the child to courses of study in which he is most likely to succeed. If, for instance, he has been for a term or two below average in his grades, and particularly low in English and certain tests of general mental aptitude, he is urged by the school not to attempt any foreign language. This means that such a child is practically turned from the professions and shut out forever from certain kinds of colleges. But you may have it in mind to send your child to your Alma Mater, Quedee College, only to wake up by and by and find that he has been debarred. More often than not, the school is right. Your child may not be of college caliber. (Oh, yes; yours may, but your neighbor's may not be.) To have him pursue French and Latin just to fail or merely squeeze through may make him miserable—and he would probably be turned out during the first or second year at college. Perhaps dear old Quedee would not take him unless his grades were all pretty good. The earlier such a pupil is diverted from an un-

dertaking almost sure to end in failure, the better for him and his parents.

Suppose your child has the "brains" and necessary preparation for college; and suppose he lacks qualities of character to make him succeed there. You and I know of young men and women, once promising, who have been sent home because they failed to study diligently, or because they merely squandered the money of their parents. Some of them reform; most do not.

Then there is the child in high school who is known to possess high mentality but merely passes or actually fails. He may have met his Waterloo on entering the junior high, where instead of finding himself he lost himself. In the lower grades he had been supervised more closely, but now, with several teachers and fewer checks upon his progress, he becomes drunken with his new freedom and finds it too easy to shift from one course to another. At this critical time the closest contact with the school is most desirable. Sometimes new friendships for the pupil can be cultivated, sometimes a carefully laid propaganda, with many persons skilfully employed, can bring about the desired results. I've seen it work; so have you. If you can make such a child want to go to college and decide upon a definite college, or, better still, choose his vocation and care to stick by it, your problem ends. As a rule, the earlier a vocation is selected the better. He who chooses carefully and stands by his decision, generally acquires character growth and feels impelled to apply himself.

Choosing a Vocation

HOW is a child to choose a vocation? Even though a psychologist may be able to say that a child has or has not the mental ability to succeed in preparing for a professional career, he has no scientific assurance of the best vocational choice for the child. Be wary of the man or woman who proclaims himself competent to tell your child exactly what he is fitted for. Stay away from those who presume to read character and to discover aptitudes by the color of the hair or eyes, by lumps on the head or lines in the face or hands. Scientists of any rank at all classify such persons as charlatans.

Familiarize your child with a wide array of vocations, the preparation necessary for each, the kind of work involved, the reward and opportunities for personal achievement, and then look for outstanding interest in the child, however faint, and his ability to make that interest permanent. After that try to induce the child to acquire enthusiasm for the vocation most clearly suggested by the interest. Remember that the vocation must be his and that he should make the choice, not you. The most important thing is that he shall decide relatively early upon something and hang to it with a drowning grasp so that he will develop the urge to turn all his efforts in its direction and live with a driving purpose.

Parent-Teacher Discussions

DOES your P. T. A. occasionally invite your principal and his teachers to present at its regular meetings some ways and means by which you may cooperate effectively with the school for the welfare of your children? What do you think of the following problems for presentation by your principal at meetings where every person is invited to take part in the discussion: amount of home assignments; their regularity and the avoidance of the piling up of an unreasonable amount of work for a single evening; school or P. T. A. programs on evenings immediately preceding school days; the kind of pupils who should not hope to go to college; vocational guidance; school athletics for all children; reading for the adolescent child; extra-curriculum activities, with special reference to children who have too many outside interests; automobiles and adolescent children; the requisite length of school lunch periods; "hot-dog" stands and sweet shops; begging automobile rides; school and home music education; personality problems in the schoolroom.

It does little good for us individually to complain to the teacher or the principal about the school. It is contrary to the spirit of the P. T. A. to pass resolutions in respect to such matters. The P. T. A.'s major purpose is to get the school and home to understand each other better and to work more closely together for the welfare of the child.

Talking things over in a quiet, impersonal way is always helpful.

The Reading Program

DO you cooperate with the English teacher and the librarian of the school in respect to your child's reading program? What about the trashy syndicated serials often run in the newspaper? What about the salacious magazines devoured by the modern adolescent? When you find your child reading such matter it will do no good to rave like a maniac and forbid him to read any more like it. If he really wants it he will get it; and if it is read anyway it is better to have it read openly at home than elsewhere in secret. The more we condemn such reading, the more alluring, as a rule, it becomes. A wiser method is to say nothing about its being "naughty," but to lead the child to see that the vocabulary and style of English of such stuff is inferior and that in reading it he is merely wasting good time that could be spent on helpful literature. Offer rewards, even money, for each good book read, according to a graded scale based on the quality of the books, definitely listed, with the reward for each stated in writing. I know some teachers and librarians who have helped parents work out such lists, and I know children who have responded and have even deserted the trashy literature once enjoyed. I tried it myself. It worked.

In place of the usual questions for discussion, readers are referred this month to the many questions presented by Dr. Myers in the body of his article, and to the topics suggested under the heading, "P. T. A. Discussions." —EDITOR.

SUGGESTED READINGS

- Blanchard, Phyllis, "The Child and Society." Longmans, Green and Company, New York, 1928. Chapter IV.
- Hollingworth, H. L., "Vocational Psychology." D. Appleton and Company, New York, 1916.
- Hollingworth, Leta, "The Psychology of the Adolescent." D. Appleton and Company, 1928. Chapters IV, VII.
- Myers, Garry C., "Helping Our Children Succeed in School." United States Bureau of Education, Washington, D. C. Letters 1-12. Free.
- Pressey, Luella C., "Some College Students and Their Problems." The Ohio State University Press, 1929.
- Proctor, William Martin, "Vocations." Houghton Mifflin Company, 1929.

A Parent-Education Course

PREPARED BY GRACE E. CRUM

Associate Manager, Bureau of Parent Education

BASED UPON

THE DRIFTING HOME

By Ernest R. Groves

For Pre-School, Grade, and High-School Study Groups

Lesson VIII

Parents Who Haven't Grown Up

"Men and women in their emotional life find growing up hard."

"If, in spite of years and experience, a parent persists in dealing with life in the emotional ways of his childhood, he is an adult only in bulk."

—E. R. GROVES.

Questions

1. "When is a parent not a parent?" page 154.

2. "No adult is more mature than his emotions." Explain. Page 154.

3. "Adulthood means discipline, self-control, judgment, responsibility, and justice." Judged by this standard, are some young people as grown up as they think? Give reason for answer. Ought we not, from time to time, to judge our own adulthood by this test? Page 155.

4. Is jealousy a childhood reaction? Page 155. From your own experience with some parents, give illustrations which indicate that they are not emotionally grown up? How does the emotional arrest of parents react harmfully upon the child? Page 157.

5. Name three sciences that are of value to parents. Page 158. What is the function of the habit clinic? Pages 159-160. What is one of the most common problems of this institution? Page 160.

6. "The parent disguises his immature emotions through a process of rationalization." What is meant by rationalization? Page 160.

7. Relate and comment upon the author's recital of the adjustment of a mother and

daughter who came to him for help. Pages 161-164.

8. Is it quite fair to give vent to our emotions in the home in a way that we would not dare to employ in other places? Page 165. Why is it that children brought up in supposedly excellent homes sometimes do not turn out as expected? Page 166.

9. Explain a *father fixation*; a *mother fixation*. Pages 169-170. Give illustrations of each. Explain why it is harmful to keep a child subservient to the will of the parent? why harmful to prevent a child from growing up?

10. Explain why some parents vent their anger upon their children when their grievance is really against someone else. Page 170. Have you known parents who want to show their authority in their homes to cover up a feeling of inferiority? Explain and discuss. How does this react unfavorably upon the child? Pages 171-172.

11. Family difficulties result not from lack of good will or deliberate malice but from want of understanding. Ought not this to awaken in us a realization of the need for study? Pages 172-173. "*The value of books on child training is not only that they give important information, but also that they stimulate the thought of the parent and sharpen his attention with reference to the personality of the child.*"

12. Is instinct a safe guide in training children? Page 174. Why is it we cannot follow the same program our parents used with us, or the opposite program? What should be the basis of an adequate program of child training? Page 174.

13. Why is it most necessary to help the child adapt himself to conditions as they now exist rather than to try to mold him to the life of our childhood? Pages 175-179.

14. Is the responsibility of the home more difficult or easier than in the past? Page 179. Wherein lies the power of the family? Discuss. Page 181.

15. Are parents the only people who fail to grow up emotionally? Discuss. Pages 180-181.

16. Read "A code of conduct" for parents.

Pages 182-184. Discuss and comment upon each provision of the code.

TEXT—*The Drifting Home*, by E. R. Groves, Houghton Mifflin Co., New York and Boston. Price \$2.00.

READ ALSO—*Concerning Parents*, Part 2—Getting Away From the Family, The New Republic Inc., New York.

The Social Problems of the Family, by E. R. Groves, Chapter XII—Family Adjustment; Chapter XIII—The Parent and the Child.

*Mrs. A. H. Reeve requests that all mail addressed to her be directed to
124 West Highland Avenue, Chestnut Hill, Philadelphia, Pa.*

Plays for the Young Adult

(Continued from page 423)

PLAYS FOR BOYS

IT WILL BE ALL RIGHT ON THE NIGHT, by Jaxon Knox. One act. Nine boys. A farce showing the difficulties of a dramatic club coach. Very funny. French. 30 cents.

IN THE NET, by Percival Wilde. One act. Four boys. A well-known burglar notifies a safe company that their new burglar-proof safe is not beyond his skill and demonstrates his claim in an act of comedy, mystery and surprise. Walter H. Baker and Co. 35 cents. Royalty \$5.

PLAYS FOR MIXED CASTS

NOT QUITE SUCH A GOOSE, by Elizabeth Gale. One act. Two boys, three girls. Albert, a "young brother," despises girls, but shows a remarkable improvement in his appearance when a friend of his sister's arrives. Walter H. Baker and Co. 35 cents.

THE CLOCK SHOP, by John Golden. One act. Seven characters and extras. A musical fantasy on the love of two little Dutch Clocks. A charming play. In "Three John Golden Plays." French. \$1.35. Royalty \$10.

HIS MAJESTY THE QUEEN, by Hilliard Booth. Two acts. Three boys, four girls. One interior. What might have happened when Queen Marie visited the United States. The Queen's visit to a college town breaks two "dates" and the injured youths seek redress by impersonating the royal visitor. Good farce. French. 30 cents.

SAUCE FOR THE GOSLINGS, by Elgine J. Warren. One act. Three boys, four girls. The elder members of the family correct the speech of the son and daughter by adopting slang before an important guest of the young people. French. 30 cents.

PUBLISHERS' ADDRESSES

D. Appleton and Company, 35 West 32nd Street, New York City.

Walter H. Baker and Company, 41 Winter Street, Boston, Mass.

T. S. Denison and Company, 623 South Wabash Avenue, Chicago, Ill.

Drama Book Shop, 29 West 47th Street, New York City.

Samuel French, 25 West 45th Street, New York City.

Harcourt, Brace and Company, 383 Madison Avenue, New York City.

Houghton Mifflin Company, 2 Park Street, Boston, Mass.

Junior Dramatics Publishing Company, 10302 Kempton Avenue, Cleveland, Ohio.

Longmans, Green and Company, 55 Fifth Avenue, New York City.

Macmillan Company, 66 Fifth Avenue, New York City.

Norman Remington Company, 347 North Charles Street, Baltimore, Md.

Old Tower Press, Lockport, Ill.

Oxford University Press, 35 West 32nd Street, New York City.

Playground and Recreation Association of America, 315 Fourth Avenue, New York City.

University Publishing Company, 239 Fourth Avenue, New York City.

Woodman Plays Company, Wichita, Kansas.

All plays listed may be purchased from the Drama Book Shop, 29 West 47th Street, New York City.

Home Improvement at Very Small Cost

(Continued from page 401)

School Cottages for Training in Home-Making. 36 pages. Price, 10 cents.

Boy-Built Houses. 36 pages. Price, 10 cents.

Home Improvement. Leaflet No. 1. 8 pages. Price, 5 cents.

The Demonstration Home. Leaflet No. 2. 4 pages. Price, 5 cents.

How to Furnish the Demonstration House. Leaflet No. 3. 4 pages. Price, 5 cents.

Beautifying the Home Grounds. Leaflet No. 4. 8 pages. Price, 5 cents.

Everyman's House. 226 pages. Price, 50 cents.

Ask Mrs. Cope

Readers are invited to send questions to Evelyn D. Cope,
care of Child Welfare

Question—I am the mother of a four-year-old son. I am beginning to notice an impediment in his speech. I believe it to be stammering. To what type of doctor should I take him and in what kind of school should I place him?

Take the child to a neurologist or psychiatrist for a thorough examination. He will be able to direct you as to treatment, school and teacher for the child.

The child should have freedom and every opportunity for self-expression. Give him interesting things to do, selected play material, picture books, and so forth. He should associate with children of his own age, care being used that these children do not make him self-conscious.

Guard him in every way from nagging on the part of teacher, nurse, relatives and other adults.

Light exercises and free spontaneous dancing because of their rhythmic value are also advised. The singing of simple rhythmical tunes, for his own sake, never for exhibition, is also helpful.

Be very careful to avoid excitement and fatigue. Cultivate happiness and good cheer in his surroundings.

Question—I have always sent the children to father with their questions. Now they sometimes say, "Papa knows more than you, doesn't he, mamma?" This hurts me and I feel that I have made a mistake. Have I not?

Don't worry about it now, and forget the hurt. There are many things about the home that you probably know more about than father. He, on the other hand, is probably more informed about the affairs of the outside world. In this way each supplements the other.

Nevertheless, your children are growing up in the world of today. A little girl came home from school and asked her mother a question. The mother answered intelligently. Daughter looked up into mother's face with love and trust and said, "Mother, you know everything." A light burst upon that mother. She realized she was an ideal in that little child's soul and she firmly resolved that to the best of her ability she would live up to the child's expectations and "know."

Go to the school and become acquainted with the work of the classroom. Read the daily papers, especially the editorials and world news. Take a magazine that will give you a broad outlook and condensed information. Join the parent-teacher association, a church group and some

civic club if possible. Interest yourself in father's work and get his view-point. Get books from the library or state traveling loan library. Regular reading every day, if only a little, brings surprising results.

Learn also to direct the child to the sources of information, the geography, history, and encyclopedia. This wise direction inspires confidence. There are many points which the child can and should look up for himself, even when you know. Of course, many questions come up in the child's mind to which there are no direct answers in books. Here the answers

may be found from the mother's wide experiences, contacts with people, reading and study. This is what the child prizes.

Too often mothers are so busy with pans, potatoes, and sweepers that they fail to see the eager soul of the child. Persevere and you will reap a golden harvest in love, trust and companionship.

Question—I read "Child Welfare" from cover to cover. Please advise me what to do with my daughter. She always insists upon doing what I tell her not to do.

Begin an entirely new method of procedure. Avoid the negative process of telling the child what not to do. The child is full of energy. She wants to know, to do, and to find out. Her mind is fresh and free. She is sensitive and responsive. Remember this and see that her surroundings are such that she will want to do the things she should do.

Children respond readily to suggestion such as "Let us wash our hands nice and clean for dinner." This is the positive way. How much better it is than, "Don't come to dinner with dirty hands."

Be happy and cheerful. See that your daughter gets pleasant results from her efforts to do her best. Praise her when she has done so. This makes an impression and encourages her to repeat the desirable behavior. Keep her busy and interested in many activities. Learn to overlook unimportant things and forget the word "don't."

"Each man is a tiny Faucet that taps the infinite reservoir of God!—

What if they turned the Faucet full stream?

What if our millions tonight were aware?"



Parents and Public Health

BY ALICE FISHER LOOMIS

As Congress members start another campaign for the health of children through the Summer Round-up, this article comes with many additional suggestions to parents from one of our cooperating agencies, the American Child Health Association.

ONCE I thought I did not care for boys, only for little girls," said a young mother, "but since Jimmy was born I love all little boys." This widening of interest from the personal to the general, from the home to the community, is a natural and desirable one. Parents who are lovers of children rather than "owners" of children find the transition easy; they are not content that their own children shall receive special privileges but desire all the children of their community to share alike.

Once a year National Child Health Day comes to remind us of the universal right of childhood to health care and protection: a day on which we pause to consider whether as individuals or as members of the community we measure up to our responsibilities in this regard. In 1930 May Day is to have for its special note of emphasis the cooperation of parents in the community program for this purpose.

This thought, permeating the activities that cluster about that time, ought to strengthen our conviction of the need of mutual responsibility for the welfare of our children.

TRUE, we look to our public health officials for the protection of the public health, since they are trained for the work. In the State Department of Health there are the sanitary engineer, the bacteriologist, the chemist, the dairy and milk expert, the physician, the nurse, and others who are working to lower the death rate and lessen the waste in health—so making life longer and probably happier. The city, the county, the township, the village, also have their own program of health protection. Among all these experts what part is there for the parent to play?

In the first place, though officials do the work, the work itself is often the result of popular demand, and popular understanding and interest tend to maintain it on a high level of efficiency. The support of the general public is needed for public health enterprise, and the cooperation of individuals is necessary to make the work of the official effective. To observe quarantine so that some disease of childhood may not spread (even though the little patient appears to be well), to obey the muzzle ordinance and help stamp out rabies (although our own dog never bites), to keep our own premises free of breeding places for flies and so help in the fight against typhoid and other diseases,—are all examples of the cooperation of parents as individuals in public health work.

Parents can actively support the public health program by serving on the health committees of their clubs, churches, chambers of commerce, parent-teacher associations, etc., backing up the work of the progressive health officer, creating sentiment, and blazing the trail for next steps.

A signal example of the power of parents, not only to support an existing program, but to create an organized campaign for preventive measures in health, is the Summer Round-up of the National Congress of Parents and Teachers. This project, having for its purpose the health examination of the preschool child, enlists the interest and cooperation of boards of health, private physicians, nurses, school administrators, and various private organizations, besides the parents of the children examined. It benefits, at least potentially, the latter; it gives an impetus to increased facilities for corrective measures; it stimulates community cooperation, and has an educational value for the parents participating.

There is indeed a growing force behind the official program for child health, formed from a continually increased understanding of its purposes. The committees just spoken of, the parent-teacher associations, and the child study groups that have been forming all over the country, all are doing much to increase the intelligent cooperation of parents in public health measures.

IT is true that education is a slow process and there are many homes as yet untouched by any conception of community health, or indeed of personal hygiene. To draw these into the movement for improved health practices is of the first importance since as a community we stand or fall together.

How to do this, is a problem to challenge the May Day Committee in each locality, as it plans its work around the thought of parent cooperation in a community program for child health and protection. How to help in this, is a thought to be cherished in the heart of every individual mother and father. Parent cooperation may begin with one's next door neighbor, as shown in the conversation of two mothers, overheard outside a clinic door. "My child needs no doctor," boasted one, "she is never sick." "Is that so?" replied the other, "I take mine twice a year anyway to make sure." There are various ways in which individual parents as well as such groups as parent-teacher associations can help to enlist the cooperation of their neighbors in a community program, and one or two are singled out for consideration.

ONE of these is the spreading of health information through printed material. There is now a great body of authoritative literature on child health and training written in popular language and available for parents, either free or at a very low cost. Former generations have not had this opportunity.

But even today when it does exist this supply is often unknown to the individuals most needing it. May Day—Child Health Day—presents an opportunity to make this material more generally known since people are being brought together for health meet-

ings and May Day celebrations. Special exhibits might be prepared in connection with school festivals to which parents are invited, at clinics and health centers which make May Day a visiting day, for the meetings of clubs or study groups, and in public libraries. Health pamphlets may often make a suitable part of window displays featuring child health on May Day. Other occasions will suggest themselves. The exhibits might include the free material available from the State Boards of Health and Education, the United States Children's Bureau, and other authoritative sources, and also inexpensive material from those government bureaus which make a small charge, and from private organizations. Such an exhibit followed by the gift of one pamphlet and a list of others is particularly successful when following an address to groups of parents. Last year throughout the kindergarten system of one large city, meetings for the mothers of kindergarten pupils were held on May Day, and as a part of the program, literature on the care and training of young children was distributed. Last year also a store which featured such an exhibit detailed a clerk to bring it to the attention of customers.

A SECOND method of increasing participation in the community program for child health, may well come through stimulating individuals to take some one initial step that, while benefiting their own children, may also benefit the community.

"Learning by doing," is probably successful with grown-ups as well as with children. If we can persuade the backward members of the community to have one child in the family immunized against diphtheria, for instance, that experience is likely in itself to have some educational value for the parents. They become accustomed to the procedures, their interest in the growth and development of their children increases, and they become more willing to seek this health service for succeeding children.

There are many splendid clinics organized for National Child Health Day—special opportunities for health service—and children are brought to these who might otherwise have been left without attention. In such

cases the clinic serves as the opening wedge to a better health service for the child and better understanding of its needs by the parents. But however brilliant and successful the clinic day may seem to be, a community with permanent values in mind will not be content with the results of a single day's efforts but will plan for a steady growth of community understanding of child care.

This steady growth is the real purpose of celebrating a National Child Health Day. Proclaiming the results of our year-round work is certainly permissible on one day in the year, and dances, sports, games, and other activities are most suitable as exemplifying,

"Health, Strength, Joy." They give us courage for the coming year's work, and when the festival is over we settle down to our persistent plodding, knowing that lasting benefits are only to be had as the result of a widespread desire for them.

Fridtjof Nansen said recently in stating his beliefs: "Some people think that a better world can be created by sudden improvement, by dictatorial commands, by force, even by revolution. . . . The lasting betterment of mankind cannot be reached by short cuts of this kind: it must come from within. It can only be obtained by education, and time is needed."

*Every Parent and Every Community
United for Health for Every Child*

Coming in May

PARENT-TEACHER COOPERATION IN
WINNETKA, ILLINOIS

*Frances Brown and Carleton
Washburne*

EDUCATION IS LIFE
Marietta Johnson

JIMMIE WANTS A NICKEL
Mabel Frances Rice

For Study Groups
MORE ON EMOTIONS OF THE
ADOLESCENT
Garry Cleveland Myers

THE FUTURE OF THE HOME
(Based on Groves' *Drifting Home*)
Grace E. Crum

For Program Makers
STUDY OF THE LEISURE TIME ACTIVI-
TIES OF CHILDREN
Adelaide D. Larkin

Check Up

ACCORDING to the National Council of Parent Education, these are some of the objectives of parent education:

1. To increase in parents the awareness of their opportunities as parents.
2. To enable them to meet a changing world with intelligence and certainty.
3. To induce parents to evaluate their experience, motives, etc., and also their aims in dealing with children.
4. To assist them to develop skill and technique in dealing with situations which are part of their functions as parents.
5. To enhance their satisfactions with their jobs.
6. To aid them in conceiving the family in terms of continuing adjustments to higher levels.
7. To help them in orientating the family within the enlarging concepts of neighborhood, community, nation and world.
8. To furnish them with the understanding of controls and with the evolving of problems affecting themselves and their children.
9. To understand and enrich the total life of the family.
10. To develop in parents the group consciousness, a sense of membership in a community of parents, sharing their similar experiences.
11. To stimulate a habit of study.

CHILD WELFARE

*Published in the Interests of Child Welfare
for the 1,382,000 Members of The National
Congress of Parents and Teachers*

**THE GRIST MILL**

Are Homes Coming or Going?

BETTER HOMES in America sponsors Better Homes Week which is observed each year in April. The movement is one in which every active Congress member is interested because it is encouraging the comfort, beauty, and sanitation of the home, and all those intangible elements which make houses into homes fit for children to live in. A home which shall give happiness, encouragement, and definite help to the boys and girls for which it is responsible is worth working for. It is the greatest body-building, character-making institution in the world today.

Is the home about to disappear? After several years of investigation of the social work of the churches, the report of the Federal Council of Churches leaves the rehabilitation of the family "an open and pertinent question."

Edward Sapir, on the other hand, in a recent magazine article says that "we are not confronted with the threatened dissolution of the family." To be sure there is much that is changing in the home. The family is to be found more and more in the city apartment. Mothers in increasing numbers have entered industry. Members of the family find entertainment outside of the home and are carried long distances from it by the ubiquitous automobile.

But even these losses do not seem serious to Mr. Sapir. He finds the modern family "scraped clean of irrelevances" and fitted to bear "richer meanings than ever before." The family has dropped "institutional clogs of all sorts which do not correspond to modern mentality," as well as "sentiments which we are beginning to see are harmful." Was it not Charlotte Stetson Gilman who, forty years ago, deplored the fact that a family was dependent on a table-cloth to hold it together?

Times and people—and homes too—will inevitably change. If, out of the welter, we can catch a vision of how the family ought to be developing we need not regret that a certain kind of home is vanishing.

A glimpse of what the city home of the future may become and what it will offer to the family is afforded by the development of model tenements in our great industrial centers. In New York model tenements are soon to be erected at a cost of \$2,500,000 which will cover an entire square block, fifty per cent of which will be occupied by courts and playgrounds. Good city housing of the multiple-dwelling variety now requires club rooms, game rooms, assembly halls, libraries, kindergartens, day nurseries, green courts and playgrounds. And all at a low rental. Who will say that the opportunities for children are less in homes of this type than in the dingy, sunless, yardless, unsanitary tenements which offer so little to young America.

Each year the opportunities for the country home are increased. Modern inventiveness has given them nearly all the devices for lightening labor that are used in the city. The radio, the telephone, the automobile, and the rural postal delivery have banished the old sense of isolation. The most remote may hear the voices of Dr. Damrosch and President Hoover, and they may read the latest magazines. The consolidated school and the traveling library are helping to solve educational problems. The seed catalog makes gardens spring in waste places. Children in rural communities do not yet have some of the advantages enjoyed by city children, but they have vastly more of fresh air, sunshine, and natural beauty.

Character Education Program for Parent-Teacher Associations

BY SELDEN CARLYLE ADAMS

NOT until rather recently have any large-scale studies been made in the field of character education. Perhaps it is because we have left the greater share of the work to the home and the church.

In a masterly address before the Representative Assembly of the National Education Association, in Atlanta, in 1929, Dr. William John Cooper, United States Commissioner of Education, pointed out that it is not yet possible for the church to bear the major responsibility in raising the standards of conduct in individual children because too many people have no church contacts.

"As a result of this situation," said Commissioner Cooper, "the demand is increasing for moral and ethical instruction in our schools. I believe their secular nature will be preserved. But in the education for the new America, I expect to find much ethical training in the school program. Junior and senior colleges will, through courses in psychology, make their graduates objective observers and critics of human conduct. They will consider all human behavior in a scientific manner and will put the stamp of social disapproval upon that which works to the detriment of the group. Evidence of this attitude is found today in the rigid rules of railroad companies against the use of liquor by trainmen who have lives committed to their care. Judges are becoming more severe in dealing with persons who attempt to operate automobiles while under the influence of liquor, and Mr. Ford predicts that the extended use of the airplane will make prohibition effective. Even in this day of license, thoughtful people are beginning to question seriously the wisdom of easy divorce, especially where children are involved."

Of recent outstanding studies in character education, the first was that made by the Committee on Character Education of the

National Education Association in 1924-25, and reported in the Bureau of Education Bulletin (1926) No. 7, United States Department of the Interior. In 1918, the Association's Commission on the Reorganization of Secondary Education had stated ethical character as one of the cardinal principles of education.

The Committee on Character Education, in its report, formulated a set of five objectives, which ought to be considered by parent-teacher associations who build character education programs. Those objectives, in briefer form, are:

1. To develop socially valuable purposes.
2. To develop enthusiasm for the realization of those purposes.
3. To develop moral judgment.
4. To develop moral imagination.
5. To develop all socially valuable natural capacities of the individual, and to direct the resultant abilities toward successfully fulfilling all one's moral obligations.

A more recent and comprehensive study is that conducted by Professor F. M. Gregg, of Nebraska Wesleyan University, for the Nebraska State Department of Public Instruction. This study is of particular value to parent-teacher associations because of its free use of graphic illustrations and its separate discussions of the individual character problems peculiar to the various age groups of childhood and youth.

Through the efforts of the Religious Education Association, the Institute of Social and Religious Research, and the Teachers College at Columbia University, there has been conducted a significant series of investigations.

All of this means that, for the first time, parent-teacher associations now have at their disposal a reasonable amount of scientifically tested material.

CHILD WELFARE

In beginning the approach to a local study of character education it is well to bear in mind four fundamental truths, namely: (1) that nearly all personality and behavior abnormalities have their roots in early childhood; (2) that habits are of primary importance in the character education of early and middle childhood; (3) that no program of character education, in a normal modern community, can be conducted exclusively by one agency, whether the school, home, church, or welfare organization; and (4) that there is very little basis on which to believe that ideals have much to do with the control of conduct before late childhood or early adolescence.

One phase of the problem on which there is inadequate published material is the work of the juvenile court as a character building agency. A parent-teacher association can profitably give one program to a consideration of "Character Education and the Law." We are having very little difficulty in training classroom teachers, school administrators, and parents to deal constructively with problems of conduct, but it is a slow process to convince the law that fear of punishment is not the most effective tool for preventing delinquency among children. A series of character education programs in the parent-teacher association will bring out the fact that such offenses as lying and stealing are often the results of vivid, dramatic imagination, the desire for creativity, or the hunger for beauty.

Significant work is being done by the National Probation Association in the field of juvenile delinquency. The association has recently set up a group of standards for Juvenile Courts in the United States.*

No character education can be complete in any community unless it takes the church into consideration. Professor Gregg gives due attention to the importance of religion as a part of a character education program. There is definite danger in a too wide separation of religion from the other branches of education. Parent-teacher associations have a unique opportunity to correlate religious

*(See the *Juvenile Court and John Smith*, by Louise F. Bache, page 411.—EDITOR.)

instruction with the teaching of the school.

Six programs are suggested for the study of character education by the local parent-teacher associations:

1. *The Dawn of Character.* This program will deal, first, with the general problem of character education and the statement of its objectives. The best references are the report of the National Education Association's Committee, cited above, and the first chapter of "A Course of Study in Character Education," Part I, by F. M. Gregg, published by the Nebraska State Department of Public Instruction. The second half of the program will deal with the development of habits and character patterns in children less than three years old, including the factors of self-control, self-assertiveness, fear, and imagination. See the Nebraska course and "The Dawn of Character in the Child," by Edith E. Read Mumford (Longmans, Green).

2. *The Home and School as Joint Character Building Agents.* Every elementary principal or primary teacher of experience knows what he desires from home in the way of cooperation. This is a program in which the teaching staff will have a large share. It is important to bear in mind the psychological characteristics of the early school child and to realize the effectiveness of approbation as an instrument of character training. Parents and teachers will realize that the strongest channel, in all grades, is the use of incidents and routine practices that arise in the daily experience of children. See "Studies in Deceit," by Hartshorne and May (Macmillan).

3. *Leisure and Character.* The danger hours of childhood are those spent outside the schoolroom. Professor Wilhelmina Stoker has often cited the conversations she hears among children in the unsupervised playground adjoining her home. The problem of choosing a child's companions and playmates is of vital importance. In this program will be considered also the place of esthetics as character building devices. See the publications of the Playground and Recreation Association of America.

4. *The Law and Character Education.* This program ought to involve a very careful study of local juvenile court conditions with an address by a judge or probation officer. For reading, see "Honesty," by William Healy; "Mental Conflicts and Misconduct," by Healy; "Youth in Conflict," by Miriam Van Waters, and publications of the United States Children's Bureau.

5. *Cooperation with the Church.* A director of religious education in a city church, if he is trained for his profession, is the most useful leader of a program on this question. The best symposium on the question is, "Religion the Dynamic in Education," edited by Walter M. Howlett (Harper Brothers).

6. *Other Character Building Agencies.* This program will be a review of the work of such agencies as the Boy and Girl Scouts, Knighthood of Youth, Pathfinders of America,

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Y. M. C. A and Y. W. C. A., Campfire girls, etc. Their local representatives will give assistance.

This article is furnished by the National Bureau of Program Service. In a coming issue the Bureau will present an article, with programs, on the Leisure Time Activities of Children.

—EDITOR.

Program Outlines for May

Seven Point Lives

How the Seven Cardinal Objectives of Education are applied in the improvement of homes, schools, and communities as places for guiding the growth of children. Assign these topics to members, with a five-minute allotment of time for the presentation of each topic. For the development of this program use the National Congress leaflet, "Seven Point Lives," obtainable from the National

Office, 1201 Sixteenth Street, N. W., Washington, D. C. Ten cents.

1. Education for health and safety.
2. Education for worthy home membership.
3. Mastery of the tools, technics, and spirit of learning.
4. Education for faithful citizenship.
5. Education for vocational and economic effectiveness.
6. Education for the wise use of leisure.
7. Education for ethical character.

Discussion with leader.

Which of these topics will best serve this association as the general theme for next year's program? What need is to be met?

Annual reports of officers, chairmen of standing committees, and of special project committees.

Of Interest to Study Groups *Parent Education*

DR. ADA HART ARLITT, Manager of the Bureau of Parent Education of the National Congress of Parents and Teachers, announces that a series of articles is being prepared which will appear in CHILD WELFARE next year. The first in the series will be found in the September issue. These articles will be by authorities in many fields and will be on the general topic of training and character development. The material which these articles contain will be in such form that it can be used by Study Groups. A list of questions to be discussed, and of material and books on the same topics, will follow each article. Practical problems of interest to every parent and many illus-

trations of actual situations which parents meet will be included in each number. Eight articles now being prepared are listed below.

ARTICLES ON PARENT EDUCATION

General Topic: Training Our Children

Health and Health Habits

What Is Willing Obedience?

The Place of Rewards and

Discipline in Training

Training in Emotional Control

Developing Initiative and Responsibility

Money and Thrift

Relating Home and School Habits

Why Children Differ

KEEP CHILD WELFARE MAGAZINES ON FILE

The July-August number of CHILD WELFARE furnishes an index to all articles published during the year. With the aid of this index, a file of magazines—tied together or in a spring-back binder—gives invaluable help to parents with problems and to program makers of parent-teacher associations.



BY WINNIFRED KING RUGG

RARELY do we find a book as well arranged for use by parent and teacher study groups as *Character Education*, by Charles E. Germane, professor of education in the University of Missouri, and Edith G. Germane. "The primary purpose of this book," say the authors, "is to present a theory and practice of character building, that is, of personality enrichment, by means of a program designed to enable the home and the school to cooperate more intelligently and zealously."

The book is in two parts: (I) How Can the School Build Character? and (II) How Can the School and the Home Cooperate to Build Character? Part Two is also printed in separate book form in a parents' edition at the price of \$1.40.

Character building is a full-time job, and neither home nor school alone can fulfil a child's whole need for guidance in making social adjustments. Each has its separate obligations; both together have their cooperative duties to perform with an intelligent comprehension of each other's work. Part One is meant for teachers. It emphasizes the need of creating in the child the habit of success. "Nothing fails like failure," say the authors, creating a new proverb that sums up the disastrous effect of school failures on character. Teaching must be so good that there are no failures. In the handling of disciplinary problems, they recommend the "ease method," and include for the guidance of teachers some helpful models and the tabulated report of 2,600 cases.

Part Two presents in easily comprehended, clearly outlined form, the phases of child psychology that parents and teachers can profitably consider together. The questions and brief summaries at the end of the chapters make this part suitable for definite, vigorous study on such topics as the undesirable habits of children, the effect of suggestion and imitation, failure, and

social environment, some problems of adolescence, the laws of learning and character, and responsibility in the home.

* * *

Under the direction of the department of education at Yale a series of experiments was conducted two years ago in the Troup Junior High School of New Haven, to ascertain the value of motion pictures as a means of teaching history. A report of these experiments has been given in detail by Daniel C. Knowlton and J. Warren Tilton in a book called *Motion Pictures in History Teaching*. The analysis of the tests is technical, and probably not of general interest, though valuable to superintendents and history supervisors, but a knowledge of the net results is important to all who have any concern in education.

During the six months' period covered by the experiments, ten of the Yale *Chronicles of America Photoplays* were used. These are three-reel pictures, adapted to the usual length of a schoolroom recitation period. They were exhibited in six classes of seventh grade level, at the

regular history periods. By means of careful checking, the work of these classes was compared with that of six other classes, with the same teachers, but without the pictures. The tests showed that the pupils who saw the pictures learned 19 per cent more and remembered 12 per cent more, they participated in classroom discussion more often and more intelligently, and of their own volition they did 40 per cent more supplementary reading.

* * *

"Systematic management of household routine plays a great part in the successful rearing of children," say the two authors of *The House that Runs Itself*. Both Gladys Denny Shultz and Beulah Schenk are professional women and homemakers. Mrs. Shultz conducts a department of

(Continued on page 455)

About Publications

BY FRANCES S. HAYS
Extension Secretary

100 BOOKS For a Parent-Teacher Library

THE PARENT-TEACHER LIBRARY idea is growing rapidly in every state. Parents want to have books on child guidance available for systematic reading and for occasional reference. Members of parent-teacher associations need these, and books in the general field of education, to help them in developing the parent-teacher program of work.

A SUGGESTED LIST OF BOOKS is here given from which selection may be made for this purpose. It makes a difference, of course, what type of community is to use the books and how they are to be used, where they are to be kept, and how they are to be circulated. Such a "Library" is often assembled at the public library, the school building, or at parent-teacher headquarters. The publications of the National Congress of Parents and Teachers, pamphlets, etc., discussed in previous articles, would obviously be of first importance in a parent-teacher library.

AN OPINION is requested on these books from any interested person. Please reply to one or all of these questions, giving number and title of books.

1. Which books have you found of outstanding value? In what connection?
2. Select 10 to 25 books for a beginning parent-teacher library.
3. Give titles of any books you would add to, or subtract from, this list.

Address: Frances S. Hays, 1201 16th Street, N. W., Washington, D. C.

Adolescence	Bigelow	Funk and Wagnalls	\$.30
The Adolescent Girl	Richmond	Macmillan	1.25
Better Schools	Washburne and Stearnes	Day	2.50
Care and Feeding of Children	Holt	Appleton	1.25
Character Education	Germane and Germane	Silver, Burdette	2.80
Character Training in Childhood	Haviland	Small, Maynard	2.00
The Challenge of Youth	Stearns	Wilde and Co.	1.25
Child Care and Training	Faegre and Anderson	University of Minnesota	1.00
The Child Centered School	Rugg and Shumaker	World	2.40
Child Guidance	Blanton	Century	2.25
The Child: His Nature and Needs	O'Shea (Ed.)	Children's Foundation	1.50
Child Training	Patri	Appleton	2.00
Children's Prayers	Darr	Pilgrim Press	1.25
Children's Reading	Olcott	Houghton Mifflin	2.00
Community Drama	P. R. A. A.	Century	2.00
Creative Youth	Mearns	Doubleday	2.50
Cross Roads to Childhood	Moore	Doran	2.00
Concerning Parents	(Symposium)	New Republic	1.00
Education for a Changing Civilization	Kilpatrick	Macmillan	1.00
Ethics for Children	Cabot	Houghton Mifflin	2.00
Etiquette, Jr.	Clark and Quigley	Doubleday	2.00
Everyday Manners	Wilson and Others	Macmillan	1.00
Everyday Problems of the Everyday Child	Thom	Appleton	2.50
Fathers and Sons	Drury	Doran	1.50
Feeding the Family, revised	Rose	Macmillan	2.40
From Infancy to Childhood	Smith	Atlantic	1.25
Fundamentals of Child Study	Kirkpatrick	Macmillan	1.75
Good Manners for Children	Mead	Dodd, Mead	1.25
Growing Up	de Schweinitz	Macmillan	1.75
Guidance of Childhood and Youth	Child Study Association of America	Child Study Association of America	1.50

CHILD WELFARE

Health of the Runabout Child	Lucas	Macmillan	1.75
The Heredity of Richard Roe	Jordan	Beacon Press	1.25
The High School Age	King	Bobbs-Merrill	1.00
The High School Boy and His Problems	Clark	Macmillan	1.50
The Home Maker and Her Job	Glibreth	Appleton	1.75
Home Making—a Profession for Men and Women	Macdonald	Marshall Jones	2.00
How to Tell Stories to Children	Bryant	Houghton Mifflin	2.00
If Parents Only Knew	Cleveland	Norton	1.75
Inner World of Childhood	Wickes	Appleton	3.00
The Job of Being a Dad	Cheley	Wilde	1.75
Just Normal Children	Mateer	Appleton	2.50
Little Folks' Handy Book	Bead	Scribner	1.12
Living With Our Children	Glibreth	Norton	2.50
Men, Women and God	Gray	Association Press60
Mothers and Children	Fisher	Henry Holt	1.90
A Mother's Letters to a Schoolmaster	Scherman	Knopf	3.50
Mother—Teacher of Religion	Betts	Abingdon	1.50
The Nervous Child	Cameron	Oxford University Press	1.75
The Nervous Child and His Parents	Richardson	Putnam	2.00
The New Leaven	Cobb	Day	2.50
New Schools for Old	Dewey	Dutton	2.00
Normal Mind, The	Burnham	Appleton	3.50
On Being a Girl	Gibson	Macmillan	1.50
Outlines of Child Study	Gruenberg	Macmillan	1.25
Parent and the Child	Cope	Doran	1.50
Parents and Teachers	Mason	Ginn	2.00
Parents and Their Children	Groves	Lippincott	2.00
Parent Education	Beard (Ed.)	University of Minnesota	1.00
Parenthood and the Character Training of Children	Galloway	Methodist Book Concern	1.00
Parenthood and the Newer Psychology	Richardson	Putnam	1.75
Parents and Sex Education	Gruenberg	American Social Hygiene	1.00
Parents on Probation	Van Waters	New Republic	1.00
Permanent Play Materials for Young Children	Garrison	Scribners	1.25
Plant and Animal Children	Torelli	American Social Hygiene	1.00
Play in Education	Lee	Macmillan	1.80
Play Life in the First Eight Years	Palmer	Ginn	1.50
Practical Psychology of Babyhood	Fenton	Houghton Mifflin	3.50
Preschool Child	Gesell	Houghton Mifflin	1.90
The Problem Child at Home	Sayles	Commonwealth Fund	1.50
The Problem Child at School	Sayles	Commonwealth Fund	1.00
Problems of Childhood	Patri	Appleton	2.00
Psychological Care of Infant and Child	Watson	Norton	2.00
The Psychology of Adolescence	Tracy	Macmillan	1.50
Psychology of the Adolescent	Hollingsworth	Appleton	2.50
Psychology of Childhood	Norsworthy and Whitley	Macmillan	1.80
The Psychology of Youth	Swift	Scribner	2.50
Roberts' Rules of Order	(Revised)	Scott, Foresman	1.50
Rural Life at the Cross Roads	Campbell		
Safety First in Home and School	Beard	Macmillan	1.30
Shackled Youth	Yoemans	Little, Brown	2.00
School and Home	Patri	Appleton	1.50
Self Reliance	Fisher	Bobbs-Merrill	2.00
Seven Ages of Childhood	Cabot	Houghton Mifflin	2.75
A Study of Babyhood	Haviland	Westminster Press	1.10
The Tired Child	Seham	Lippincott	2.00
Training the Toddler	Cleveland	Lippincott	2.00
Training of Children in the Christian Family	Weigle	Pilgrim Press	1.50
The Way Life Begins	Cady	American Social Hygiene	1.00
What Men Live By	Cabot	Houghton Mifflin	1.50
What Shall We Read to Children?	Hunt	Houghton Mifflin	1.50
Wholesome Childhood	Groves	Houghton Mifflin	1.75
Wholesome Parenthood	Groves	Houghton Mifflin	2.00
Why Stop Learning?	Fisher	Harcourt	2.00
Worship of the Little Child	Baker	Cokesbury75
Your Child Today and Tomorrow	Gruenberg	Lippincott	2.50
Your Growing Child	Bruce	Funk, Wagnalls	2.50
Your Mind and You	Pratt	Funk, Wagnalls30
Youth in Conflict	Van Waters	New Republic	1.00
Youth in a World of Men	Johnson	John Day	2.50



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CWM-4-30

Congress Comments

BY FLORENCE V. WATKINS
Executive Secretary

In 1925 and 1926 the Springfield (Ohio) night high school offered parent-teacher courses. Registered for these courses were many officers of the city council and of local parent-teacher associations.

In January, 1930, a similar course was again offered. It is being taught by two National Congress instructors—principals of schools in the city—assisted by qualified parent-teacher association workers. The classes meet for two hours once a week for fifteen weeks and are open to all teachers, officers, and members of local parent-teacher associations who wish to become familiar with the various aspects of the parent-teacher movement.

And still the number of persons registering for the Correspondence Course increases. Although January 1, 1930, was supposed to be the last day for registration, several states requested that the time be extended until after the meeting of their Board of Managers the first week in the month. We now have 247 registered from 34 states. The other day a registrant wrote us:

"After many hours of hard work this first lesson is ready for the mail and I just wish to tell you how much I have enjoyed the study. I was much surprised and delighted by the quality of the questions—comprehensive and thought provoking. I really believe that this set should carry college credit as I have done other college work which did not fall in the class that this work does."

Another wrote:

"I am sending in Lesson IV. This has been compiled as I have ridden Pullmans and waited on trains, etc., in my work as supervisor. It is certainly the most interesting correspondence course I've ever taken and I've had four others. My, I didn't realize I really did know so very, very little about the national!"

The first semester closed at George Washington University on January 28. The students taking the parent-teacher course celebrated with a Founders Day pageant during the second hour of the class period. Many local parent-teacher workers came in for the two hours. Forty registered for the first semester. The second semester opened on Tuesday, February 11. The class met at the Burlington Hotel at 6 P. M. for dinner before going to the University for the first class period. The honor guests included Dean Ruediger, of the School of Education of George Washington University, and Mrs. Rafter, President of the District Congress of Parents and Teachers. Twenty-six registered for the second semester.

The Indiana Parent-Teacher Bulletin carries a notice of the Columbia Parent-Teacher Course which opened at Teachers College on February 7, 1930, and adds:

"It is hoped that students from Indiana who may be at Columbia will be able to take the course. If any of your parent-teacher workers are to be in New York during the spring, they might be interested in taking one or two units, there being three units in the course."

Thank you, Indiana! We hope other states are making similar suggestions to students at Columbia from their states.

Why could not more councils and associations have an international exhibit similar to the one held recently at Ethical Culture School in New York City? The exhibit included dolls in native dress, arts and crafts, native jewelry, coins, shoes and head-dresses from all over the world, and samples of foreign pottery. The exhibit was held in connection with the geography and history work of the school. There were also photographic charts of famous composers of many countries.

During the month of January the two field secretaries, Mrs. C. E. Roe and Mrs. C. E. Kendel, were in Washington working on the Presidents' Manual. Mrs. Roe goes to Virginia, Minnesota, Oklahoma, Maryland, Kansas, Colorado, and Michigan before the national convention in May. Mrs. Kendel will be in Maine, West Virginia, Mississippi, and Alabama. Miss Hays will attend state conventions in Illinois and Florida.

Plans are being made now for parent-teacher courses at universities during the summer. Mrs. Watkins has an intensive course at the University of Arkansas, April 14 to 18; University of Colorado, June 23 to 30; and Columbia University, July 1 to August 15.

Miss Hays goes to the University of Washington for a course from June 18 to July 25.

Mrs. Roe will conduct courses at the University of Alabama, and the University of North Carolina.

Miss Olive Campfield, a national instructor, will be at the University of Tennessee for six weeks and at Tennessee Wesleyan College for one week.

The Proceedings of the Parent-Teacher Conference held at Teachers College, New York City, on December 5 and 6, 1929, are now available. The addresses which were given at the conference and are contained in the Proceedings are of an unusually high order. All local associations will find them of great use to officers and to chairmen of program committees. As the supply is limited orders should be sent at once to the National Congress of Parents and Teachers, 1201 Sixteenth Street, Northwest, Washington, D. C. Price \$1.00 per copy. Cloth bound.

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Summer Round-Up of the Children

*General Summary of Results of
1929 Campaign*

Number of Associations Carrying Through	
Round-Up.....	1,520
Number of Children Examined.....	56,865

Number of Defects

	Discovered	Corrected		Discovered	Corrected
Eyes.....	3,327	821	Posture.....	3,749	699
Ears.....	2,110	565	Feet.....	2,827	616
Teeth.....	30,626	8,101	Underweight.....	12,355	3,338
Tonsils.....	20,893	4,435	Skin.....	1,392	488
Adenoids.....	12,607	3,010	Hernia.....	694	111
Nose.....	2,050	391	Abdomen.....	937	130
Heart.....	1,325	269	Circumcision.....	3,075	525
Glands.....	7,730	1,367	Miscellaneous.....	3,010	909
Lungs.....	899	261	TOTAL.....	109,606	26,036

Number of Children immunized against small-pox.....	11,323
" " " " diphtheria.....	6,720
" " " " typhoid.....	307



Graduates in Health—Perrytown, Texas.



OUT AMONG THE BRANCHES



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"Success is wisdom acquired—and advertised."
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Is the High School Age a "Neglected Age"?

High School Parent-Teacher Activities

ARKANSAS, LITTLE ROCK

The Senior High P. T. A. has as its major projects the sponsoring of wholesome recreation for students, and the student loan fund. A Committee on Recreation sponsors parties and dances given by the high-school pupils. It provides transportation for sixty girls of the "Pep Squad" to attend the annual football game at Pine Bluffs. The student loan fund enables many boys and girls to complete their high school course who otherwise would be unable to attend school.

The West Side Junior High P. T. A. based the program of the year on Worthy Home Membership. Its major projects are junior citizenship, children's reading, and the establishment of a standard junior high library.

To encourage good citizenship the association, in cooperation with the faculty, offers awards to the student attaining a certain standard of citizenship. To encourage good reading, certificates are given by the Children's Reading Committee to students who read five books approved by an English teacher. A book shower added 150 books and several files of magazines to the school library; the association purchased 48 approved reading books, and added to the P. T. A. Book Shelf the 1929 National Congress publications.

East Junior High P. T. A. aims to eliminate money-making schemes completely. An annual membership campaign held at the beginning of the term provides for national and state dues, for budget items, and for constructive work, such as the association's quota for the university extension lecture course on child psychology which gives all members the privilege of attending the course.

Height Junior High P. T. A. took as its program theme the "Seven Objectives of Education" as outlined by the National Congress.

KENTUCKY

The Western High School for Girls has a parent-teacher library. The parents are invited and given the same privileges as those enjoyed by the girls attending the school. The librarian will aid parents in the choice of books. Ten National Handbooks are in circulation and the National Congress publications will be included in the library.

WISCONSIN

Wisconsin Rapids High School P. T. A. is assisting the local school board in purchasing equipment for the boys' band.

MISSISSIPPI

The Kiln High School P. T. A. provided equipment needed for the school, in order that it might be put on the accredited list of schools. They provided a first aid kit, a piano, library books, maps, and other articles.

KANSAS

High school work is growing fast in Kansas; we are finding our way. We find it is a new field. We try to include the students in our high-school activities; let them lead the way and make them feel that they are a part of our program. In the Wyandotte High School of Kansas City the mothers planned a treat for their high school football squads as well as for the junior college football squad. The boys certainly appreciated this. It seemed like a little thing to do, but after all, it is the little things in life that seem to go the deepest. We have the group system in several of our larger high schools. The largest membership in the state was won last year by the Roosevelt Intermediate High School, at Wichita, Kansas.—MRS. JOHN McNARRY, State President.

RHODE ISLAND

The Cranston High School P. T. A. is seeking this year to establish among the students an active and cooperative interest in its work. To

(Continued on page 452)

THEN SHE REALIZED . . . "a dash

of Sugar

will give me that flavor . . ."

and it did!

She was trying to make a French dressing such as her neighbor made. But all her experiments with familiar seasonings failed to give her the right flavor until she thought of sugar. And a dash of sugar was just what was missing!

IF YOU EVER TRY TO COPY SOMETHING YOU HAVE EATEN SOMEWHERE, AND IT DOESN'T TASTE THE WAY YOU KNOW IT SHOULD, GIVE A THOUGHT TO SUGAR.

A DASH OF SUGAR WILL WORK WONDERS IN THE MAKING OF SALAD DRESSINGS OR PIQUANT SAUCES. IN BROILING OR ROASTING MEATS, IN VEGETABLE COOKERY, NOTHING WILL TAKE THE PLACE OF A LITTLE SUGAR IN SECURING OR DEVELOPING A PLEASING FLAVOR. MANY OF THE MOST POPULAR FRENCH DISHES INCLUDE SUGAR, ADDED DURING THE COOKING PROCESS.

A quick test for finding the flavor value of sugar is to mix a pinch of it with a pinch of salt. Taste it—there's no better flavor. Use such a



COMBINATION OF SUGAR AND SALT IN COOKING VEGETABLES. IT WILL IDEALLY HEIGHTEN THE FLAVOR OF PEAS, CORN, SPINACH, CARROTS AND TOMATOES. BASTE LAMB CHOPS AS THEY BROIL WITH THIS MIXTURE — $\frac{3}{4}$ TEASPOONFUL SALT, 1 TEASPOONFUL VINEGAR, 1 TEASPOONFUL SUGAR AND 5 TABLESPOONFULS SALAD OIL.

WHERE IS THE CHILD WHO WILL TURN UP HIS NOSE AT VEGETABLES AND CEREALS FLAVORED WITH A DASH OF SUGAR? AS A MATTER OF FACT, DOCTORS AND DIETICIANS RECOMMEND THE USE OF SUGAR IN FLAVORING SUCH FOODS BECAUSE IT MAKES THEM MORE PALATABLE. THE SUGAR INSTITUTE, 129 FRONT STREET, NEW YORK, N. Y.

"Most foods are more delicious and nourishing with Sugar"

CHILD WELFARE

(Continued from page 450)

this end the Student Council has been invited to send delegates to every regular meeting. Prizes have been offered for competitive work. A Christmas party was given for parents and students, with the students as special guests—a particularly successful affair.

In November the association sponsored a dance at Rhodes-on-the-Pawtuxet, from which \$1,843.97 was netted; \$1,000 of this sum will be used to purchase uniforms for the members of the high school band. The instruments for this band were purchased by the association from the proceeds of a dance conducted last year.

An investigation on the subject of supervised study is being made by the association, in which the chairman of the school board, the superintendent of schools and the principal of the high school are cooperating.

The Pawtucket Senior High School P. T. A. had 700 men, women, and teachers present at its

standing teachers of the school, as a helpful means of developing mutual understanding and planning worth-while work for the association.

3. An annual parent-teacher dinner to offer hospitality to teachers.

4. Study classes for parents, held at the school or in a home, which may well deal with problems of adolescence. "Certainly if the psychic and physical aspects of adolescence have been significant enough to bring about a reorganization of our entire system of education, this field should offer profitable material for the study of parents in helping them better to understand their boys and girls of the adolescent age."

5. Social hygiene instruction in the schools, a current movement, initiated by parents as a result of parental and teacher study in adolescent psychology. "In Washington joint committees of teachers and parents have been working intensively for several years in the preparation of suitable material for instruction in social hygiene



Officers and Chairmen of the Washington School Parent-Teacher Association of Bloomington, Ill. This association has 207 paid members and 105 of them subscribe to CHILD WELFARE

last meeting. They want an attendance of 1,000 for their next meeting. They recently edited the first Parent-Teacher Bulletin presented in Rhode Island by a local organization. Watch them grow.
—From the Bulletin of the Rhode Island Branch.

DISTRICT OF COLUMBIA

Central High School P. T. A. had an attendance of 900 parents at its first regular meeting last fall as a result of the efforts of 85 mothers who got in touch with the parents of the entire student body.

H. W. Warner, Principal of Hine Junior High School, in a radio talk suggested the following ways in which teachers and parents may come together and work for the welfare of the child.

1. Parent-teacher programs which contribute "to the furtherance of mutual understanding as, for example, when groups of school children present before the parents samples of their work in dramatics, in music, in extra-curricular activities or in display of materials and accomplishment in the academic work of the school."

2. Meetings of the Executive Committee attended by parent leaders, the principal, and out-

in schools, properly graded from the elementary through the normal school. This material is now being studied critically with a view to its ultimate incorporation in the curriculum."

6. Parental cooperation in providing for much needed equipment not otherwise supplied. "In Washington junior high school libraries have been stocked with books, playgrounds with equipment, pianos furnished, needy children provided with books and clothing, and in one school a teachers' rest room established. But these material aids must always be regarded as SECONDARY to the MORE FUNDAMENTAL aims of the association."—Abstract from District of Columbia Parent-Teacher.

IOWA

Charles City High P. T. A. met recently to discuss amusements for high school students. The purpose of the meeting was to ascertain what the parents wished to do in the way of allowing dancing at school parties. Discussion was general and the consensus of opinion was that the problem should be approached from the point of view of the actual good of the students, not from tradi-

THE NATIONAL PARENT-TEACHER MAGAZINE

national prejudice. A questionnaire on high school amusements is to be drawn up and sent to each parent of a high school pupil, and the data compiled from the returned questionnaires will be reported at the next meeting.—*Abstract from Iowa Parent-Teacher.*

MINNESOTA

The Harding High School P. T. A., St. Paul, program theme is, "The Mastery of the Tools, Techniques, and Spirit of Learning." A student loan fund has been created, a set of encyclopedias, and gymnasium shoes have been purchased. A nutrition class is sponsored by the association. The 1929 Congress Library has been procured for the benefit of the association members. Mutual understanding and a knowledge of modern educational methods were furthered by a banquet given to honor the faculty, at which a social science class demonstration was given. A boy student read an essay on "Outlawry of War," and a girl student read one on "The Kellogg Peace Pact."

ILLINOIS

Open House at the Roger C. Sullivan Junior High School, Chicago, has become a yearly event, attracting many hundreds of parents as interested visitors to their children's classes. Open House in May, 1929, took on an even greater significance in the joining of the school faculty and the pupils with the parent-teacher association in a School Beautiful project.

Before an audience of parents which filled every seat in the large assembly hall a program was given to dedicate four oak trees which had been planted at the four corners of the building. An Arbor Day play given by one of the seventh grade rooms of the school portraying the planting of a "baby tree"—personified by a tiny boy bedecked with fresh green branches—did much to sound the keynote of the afternoon and to express the symbolism of the event.

The school was honored in having a former president of the Illinois Congress of Parents and Teachers deliver the dedicatory address of the afternoon. One tree was dedicated to the boys of Sullivan Junior High School, one to the girls, one to the faculty, and one to the members of the P. T. A.

The speaker brought out the significance of the young oak trees growing to sturdy maturity, even as the boys and girls of the school develop into

fine citizens. The faculty were likened to the tree in having their feet solidly upon the ground and their heads held high above the petty things of life. Possibly of the greatest significance was the parent-teacher tree, an oak tree, symbol of the National Congress. Only a "baby tree" when it took its honored place upon the school grounds of Sullivan Junior High, it was symbolic of the potential growth and sturdiness of Sullivan P. T. A.

This was the largest local unit in Illinois in 1928 and high hopes are held for continued growth. (February 1, 1930, the membership was 1,467.)

For further information write to Mrs. James M. Massie, 1627 Fargo Avenue, Chicago, Ill.

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BULLETIN BOARD**RADIO TALKS BY GRACE ABBOTT**

The five radio talks to be given in April by Grace Abbott, chief of the Children's Bureau of the Department of Labor, bear on the preparation of the child for school, and thus reinforce our Summer Round-Up.

The subjects of the April talks are:

April 1—The Parent-Teacher Association and the Round-Up.

April 8—Why Prepare Children for School?

April 15—How to Prepare Children for School.

April 22—What the Young Child Learns in School.

April 29—May Day Child Health Day.

Miss Abbott's talks are scheduled for each Tuesday at 11 A. M. Eastern Standard Time through the following stations:

WEAF—New York

WTMJ—Milwaukee, Wis.

WTAG—Worcester, Mass.

WBT—Charlotte, N. C.

WCSH—Portland, Maine

WJAX—Jacksonville, Fla.

WLIT—Philadelphia

WHAS—Louisville, Ky.

WRC—Washington

WSM—Nashville, Tenn.

WGY—Schenectady, N. Y.

WKY—Oklahoma City, Okla.

KSD—St. Louis, Mo.

WFAA—Dallas, Texas

WOW—Omaha, Neb.

KPRC—Houston, Texas

KSL—Salt Lake City, Utah

These talks have been changed from Wednesdays to Tuesdays in accordance with a wire received as we go to press.

THE OAK LEAF CONTEST

Class standings as of February 28, 1930

CLASS A

California
Illinois
New York
Pennsylvania
New Jersey
Michigan
Missouri
Texas
Ohio
Colorado

CLASS B

Arkansas
Iowa
Minnesota
Kansas
Georgia
North Carolina
Tennessee
Indiana
Wisconsin
North Dakota
Washington
Kentucky
Nebraska

CLASS C

Oklahoma
Mississippi
Florida
Dist. of Columbia
South Dakota
Oregon
Rhode Island
West Virginia
Massachusetts
Connecticut
Alabama
Maryland
Virginia

CLASS D

Arizona
Vermont
Idaho
Montana
South Carolina
Louisiana
Territory Hawaii
Maine
Wyoming
New Mexico
New Hampshire
Utah
Delaware
Alaska

NOTE.—The branches are divided into four classes according to membership as follows:

CLASS A—All having over 50,000 members.

CLASS B—All having between 20,000 and 50,000 members.

CLASS C—All having between 7,500 and 20,000 members.

CLASS D—All having less than 7,500 members.

Above standings are based on subscription receipts from April 1, 1929,
to February 28, 1930

The Book Shelf

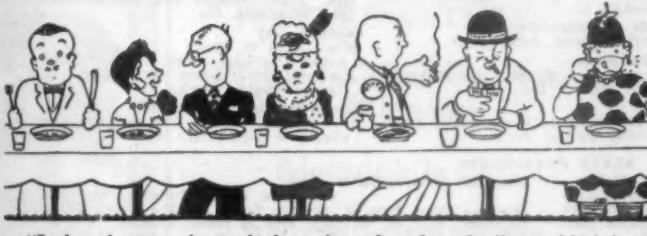
(Continued from Page 444)

child care and training in *Better Homes and Gardens*, besides contributing to other magazines; Mrs. Schenk is a consultant and lecturer on dietetics and household science. At the same time, they are wives, mothers, and housekeepers.

From their own experience these women have found that mothers, though eager to carry out the suggestions of experts, are swamped by the multiplicity of their household tasks. With perfect safety, they offer a silver loving cup to any male pediatrician or psychologist who will do the mother's whole job for a year and do it right.

"Unafraid. A Life of Anne Hutchinson." By Winnifred King Rugg. Boston, Houghton Mifflin Company. \$3.50. Of this book, written by one familiar to us through her long association with the Book Shelf in CHILD WELFARE, the *Boston Transcript* writes: "With admirable insight Mrs. Rugg has marshaled her facts and circumstances. She not only gives a broad and comprehensive account of the controversy, but she is an artist in detail." "Here is a book with a grasp of the essential facts of this woman's life, an understanding not only of what she did, but of what she stood for, and these facts are reinforced by a keen relish of the figures of the times, both in the old England and the new. It is a model piece of Colonial history and of intuitive dramatic visualization."—M. S. M.

Fads and Facts About Diets-



"It has been estimated that three-fourths of all mankind have been practically vegetarian. We are told that vegetarian animals are strong, large, long lived, and that they are placid and reposeful like the elephant, horse, rhinoceros, and goat—but who wants to be a goat?"

This is not a plea for or against vegetarianism—just a paragraph from "Fads and Facts About Diet" written by Dr. Russel S. Boles for April HYGEIA. In this whimsical vein Dr. Boles corrects many food fallacies and gives vital information about foods and their place in the diet. Other April features include;

When Laxatives Are Dangerous. If you have taken a laxative in the presence of abdominal pain and develop a general peritonitis you have less than one chance for recovery, warns Dr. John O. Bower in another HYGEIA article, "The Abuse of Laxatives." He goes further and tells what to do and what not to do in the presence of acute abdominal pains.

April, 1930



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Pat. Mar. 25, 1924

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Jungle-gym

Means

Fun No End

Other HYGEIA features

April brings an interesting array of features to HYGEIA readers. In addition to the two articles described at the left, the table of contents will include: "When Johnny Doesn't Eat," helps for solving a nutrition problem; "Cancer of the Stomach and Bowel," third article of a series; "When Mother Is Away," hints for keeping young charges entertained; "Unheeded Hazards of the Home"; "The Bird with the White Breast," courage for the tuberculous; "The Cripple and the Schools"; "What Every Mother Should Know About a Child's Teeth"; children's story, editorials, etc. Subscribe now at the

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